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ABSTRACT

The objective of this report, the third in a series, is to compare and assess the citizenship achievement of four age groups by educational level of the parent, color of the respondent, and type of community. Previous citizenship assessment reports are described in ED 049 111, ED 049 112, ED 049 113, and SO 002 917. Citizenship exercises incorporating forty objectives grouped into nine major citizenship goals were administered to respondents who indicated level of parent education. The color of each respondent was noted by the exercise administrator. Earlier National Assessment reports gave results for four sizes of community. A problem which occurs in interpreting results, the fact that characteristics such as color, type of community, and parental education are highly related in the population sampled, was offset in this study by the use of balancing methodology. Findings for all ages combined show that, in general, respondents from educationally advantaged homes and affluent communities achieve substantially more than those from less advantaged settings. More specifically, findings show that: respondents whose parents had education beyond high school succeeded about 12% more often; those from affluent suburban neighborhoods succeeded about 11% over inner city areas, and over rural areas about 9% more often; and Non-Blacks succeeded about 11% more often than Blacks on the Citizenship exercises. Five appendices are included. (Author/SJM)

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CITIZENSHIP

GROUP RESULTS B
1972

PRELIMINARY REPORT 9

1969-70 Assessment
Parental Education, Color,
Size and Type of Community

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of The Education Commission of the States

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Assessment Reports

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#2a	Citizenship: National Results--Partial	July, 1970
#2	Citizenship: National Results	November, 1970
#3	Writing: National Results	November, 1970
#4	Science: Group Results A	April, 1971
#5	Writing: Group Results A	April, 1971
#6	Citizenship: Group Results A	July, 1971
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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A Project of The Education Commission of the States

NATIONAL ASSESSMENT REPORT 9

CITIZENSHIP

1969-1970 Assessment: Group Results for Parental Education, Color, Size and Type of Community

May, 1972

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SUMMARY

Citizenship is one of ten subject areas in which National Assessment periodically measures the degree of attainment of important educational objectives by Americans. This is the third in a series of reports describing the findings of the first assessment of Citizenship, which took place in 1969-70. Previous reports presented results on each measure, or exercise, for the nation as a whole and compared the sexes, regions of the country, and communities grouped by size.

The present report compares groups whose parents have had different amounts of education, color groups (Black and non-Black), and types of community. The Citizenship findings generally parallel those of Science and of other studies in that respondents from educationally advantaged homes and affluent communities achieve substantially more than respondents from less advantaged settings. Combining all ages, respondents whose parents had education beyond high school succeeded about 12% more often on all Citizenship results combined than respondents whose parents had only grade school education. Respondents from affluent suburban neighborhoods where there are high concentrations of professional and managerial occupations succeeded about 11% more often than those from inner city areas where unemployment is high. The corresponding advantage of affluent suburbs over rural areas was about 9%. Non-Blacks succeeded about 11% more often than Blacks on the Citizenship exercises.

In other words, groups known to be educationally or socially disadvantaged perform at noticeably lower levels. This pattern is fairly consistent across Citizenship goals or types of achievement, but on some goals certain age groups show a different pattern of achievement. On a few specific exercises the usual pattern of achievement is actually reversed and these results are noted in the text of the report.

The differences between advantaged and disadvantaged groups tended to be larger on those achievements calling for formal or abstract knowledge, as compared to achievements based on practical experience. For example, the group whose parents were highly educated did about 17% better than the group whose parents had the least education on Goal D (Knowledge of the structure and function of government). In contrast, 9-year-olds from all parental education groups did about equally well on a group task requiring cooperation in a question-asking game.

Some of the exercises in Goal A (Show concern for the well-being of others) assessed verbally stated racial attitudes, and the results often followed a different pattern from other Citizenship results. Adults and 17-year-olds in the Black and inner city groups showed as much acceptance of other races as did the rest of the nation. But 13-year-olds in these two groups were substantially less accepting of other races. Such exercises may well have different meaning for different ethnic groups, of course.

The report discusses the many problems of interpreting these results, in particular the fact that characteristics such as color, type of community, and parental education are highly related in the population sampled. An adjustment of the results to partially account for this fact is presented and discussed. Other problems remain and some of these will be dealt with in future National Assessment reports.

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CHAPTER 1

INTRODUCTION

This is the ninth report of results of data collected by the National Assessment of Educational Progress to help describe knowledge, behavior, and attitudes of groups of young Americans. The main purpose of National Assessment is to measure what the nation's children and young adults know and can do,[1] in order to see what changes occur from time to time. The first assessment of a subject area provides baseline data -- the state of attainment now. Subsequent assessments of the same subject area will allow us to gauge progress toward specified educational goals and objectives.

Citizenship, along with Science and Writing, was assessed at four age levels (ages 9, 13, 17, and young adults between 26 and 35) in 1969-70. Citizenship results have been presented in two reports since then. Report 2[2] gave national results, and answered questions such as these:

What do Americans of different ages know about how public officials gain their offices? What do they know about how laws are enacted and how they may be changed? How willing are young adults to accept people of different races in a variety of situations? How aware are 13-year-olds of instances of religious and racial discrimination in the world, and in the United States? How well can students work together in small groups to achieve a common goal?

---

[1] Over a period of years, 10 subject areas will be assessed: Science, Writing, Citizenship, Reading, Literature, Music, Social Studies, Career and Occupational Development, Art, and Mathematics.

[2] Citizenship National Results, 1970. Report 2, National Assessment of Educational Progress. Available from Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, $1.25.

Report 6[3] compared performance on these and other exercises for different groups according to sex, region and size of the community. That report allowed us to answer such questions as these: How well do adults in the Northeast perform on Citizenship exercises in relation to the nation as a whole? How do 17-year-old males and females compare in knowledge of governmental structure and function? How do 9-year-olds in big cities compare with 9-year-olds in general in their ability to accomplish an assigned group task?

This Citizenship report, the third, presents results by educational level of the parent, color of the respondent, and type of community (a refinement of the original size of community classification). These groups, plus age, region, and sex, are defined in Appendix A.

Problems in Reporting Results

Reporting the results of National Assessment poses a number of problems. One problem is sampling error. The results are based on a sample of people designed so that we can generalize from the responses of the people in the sample to the population they are to represent (e.g., all 9-year-olds, or all 9-year-olds in the Northeast).[4] There is always error associated with sampling, however. Small differences in performance for groups in one sample of respondents could easily disappear if another sample of people, selected by equivalent procedures, were assessed. Statistical procedures allow us to estimate the sampling variability and to make statements of confidence about how accurately the results portray the population. In this report a difference is stated without qualification only if the probability of getting a numerical difference of this size or larger by chance (i.e., when there is no real difference between the groups) is less than 1 in 20. The procedures used to estimate this probability are described in Appendix D.

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[3]Citizenship Group Results A, 1971. Report 6, National Assessment of Educational Progress.

[4]A technical discussion of the sample design is in Science National Results, Report 1, 1970, Appendix C.

Another source of problems is not so readily accommodated. National Assessment collects data in such a way that results can be related to a number of different characteristics in our population (i.e., geographical region, type of community, sex, educational level of parent, color of respondent). In analyzing these data, we note groups whose performance differs substantially from each other or from that of the nation as a whole. If we find that inner city core youngsters, or youngsters in the Southeast, or Black children do substantially less well than the nation as a whole, we have gained important information for future educational planning.

We encounter problems in interpreting any differences we find, however, because people do not represent only one characteristic, such as place of residence, or level of education. For example, a high proportion of people who live in inner cities have parents who had less than high school education. A high proportion of people living in affluent suburbs have parents who received education beyond high school. When we report results for one group, say the inner city, we don't separate the effect of living in the inner city from the effect of having parents with less than high school education, or from the effects of some other characteristic not even measured.

Suppose we want to compare the performance of people living in the inner city with that of people living in the affluent suburbs. In order to attribute any differences to place of residence, the sample of people should be alike in all respects except the type of community from which they come. The sample should include proportionate numbers of people from the affluent suburbs and the inner cities whose parents had different levels of education (and who represented other characteristics as well, such as color, sex, and so forth). For example, if one fourth of the sample from inner cities had only a grade school education, then the sample from affluent suburbs should have exactly the same proportion (one fourth) of people with only a grade school education.

There is an obvious difficulty in accomplishing this. Matching two or more groups of people is always difficult, if not impossible. There are many

important characteristics needed for matching which we don't know how to measure, or may not know we ought to measure. And the characteristics we do know about are often difficult to measure. In the present report, we don't attempt to match different sample groups, but we do use a statistical procedure to try to adjust for the lack of proportionality among characteristics. This procedure, called balancing, attempts to answer questions of the sort, "What would the difference between types of community have been if the distribution of parental education, sex, color, and region had been proportionate in the groups being compared?"

Balancing procedures and results were first reported for National Assessment data in Science Report 7.[5] Appendix B of this report gives technical details of the procedure. In non-technical terms, however, balancing is a way to examine the performance of groups classified on one characteristic (e.g., parental education), adjusting for the fact that these groups may also differ on a specified set of other characteristics (e.g., color, sex, region of residence). It does nothing to compensate or adjust for other kinds of imbalance which might stem from characteristics not on the specified list.

The problem discussed above still exists: We have measured National Assessment respondents only on some characteristics, and not necessarily the most important ones. Balancing can only begin to adjust for those characteristics we have measured.

Furthermore, balancing does not take into account possible interactions among characteristics. We speak of two characteristics (or more) interacting together when the effect of the two (or more) is greater or less than the sum of the parts. If, for example, people who go to school in inner city ghettos do 10% worse than people in general, and Blacks do 5% worse than all people, do Blacks who go to school in inner city ghettos do 15% worse than the nation as a whole? If so, there is no interaction, but simply a summing of the two effects.

[5]Science Group Results B, 1971. Report 7, National Assessment of Educational Progress.

But if Blacks who go to inner city ghetto schools did 20% worse (or 5% worse) than the nation as a whole, this effect would not be simply an addition of being Black and going to the ghetto school; it would also involve an interaction of the two effects. We couldn't say why the interaction occurred, only that the two characteristics had some effect when combined that we wouldn't expect simply from adding them.

Because this report examines characteristics one at a time, if there are in fact interactions the results reported by one characteristic give an incomplete picture. We expect that future analyses and reports will examine possible interactions among at least two characteristics at a time (the National Assessment sample size doesn't allow looking at much more than that).

Comparison of Observed and Balanced Results

In comparing the balanced with observed results in Science and Citizenship, we find that the typical effect of balancing is to reduce the difference in performance between a group and the nation as a whole. For example, the observed typical performance for 9-year-olds whose parents had no education beyond the eighth grade is 4% below the nation as a whole on all Citizenship exercises combined. After balancing for disproportionality in region, type of community, color, and sex, this deficit is reduced to 3%. The performance of 9-year-olds whose parents had education beyond high school is 5% above the nation. After balancing, this advantage is reduced to 3%.

Observed results describe the existing state of knowledge, behavior, and attitudes. The balanced results, on the other hand, emphasize the complexity of factors which may contribute to the results which we observe. They provide a first attempt to look at the results we might obtain if the world were rearranged so that people with different attributes were in proportionate numbers in the groups we are studying. The observed results might lead us to speculate: "Aha, if we provided all parents with education beyond high school, the achievement of their children would also improve." The balanced results suggest

that even if we did improve parents' level of education, there still might be differences between groups of children because of factors other than parental education. Future reports, which investigate the possible interactions between characteristics, will provide more information about which combinations of factors may be associated with different levels of achievement.

In preparing this report, we decided that the observed results, which describe the state of achievement in the area of Citizenship as it is (or was when the data were collected in 1969-70) would be most meaningful and understandable to most readers. These results are based on people of different characteristics distributed as they actually are in the American population, rather than as they might be under different conditions. Of course, a group's performance does not indicate any necessary cause-and-effect relationship and this must be kept in mind. When the balanced results differ considerably from the observed, this will be noted. Both observed and balanced results for all exercises are given in Appendix D, for those who wish to examine them closely. Observed results for sex and region were reported in Citizenship Report 6. Discussions of the effects on sex and region of balancing on all other measured characteristics are included in this report.

A surfeit of information. Citizenship exercises were developed to assess achievement of about 40 different objectives, which are grouped into nine major Citizenship goals. The nine major goals are:

A. Show concern for the welfare and dignity of others.

B. Support rights and freedoms of all individuals.

C. Help maintain law and order.

D. Know the main structure and functions of our governments.

E. Seek community improvement through active, democratic participation.

F. Understand problems of international relations.

G. Support rationality in communication, thought, and action on social problems.

H. Take responsibility for own personal development and obligations.

I. Help and respect their own families, and nurture the development of their children as future citizens.

These goals and the objectives under each are shown in Appendix C.[6] Often there were only one or two exercises for an objective; to make the Citizenship results more meaningful, results are reported for each goal, rather than for each objective.

The results for an exercise are reported in two ways: As the percentage of any group of respondents making the desired response to an exercise, and as the difference between the percentage for a group and the nation as a whole. For example:

> On one Citizenship exercise, 75% of the adults in the extreme affluent suburbs gave an acceptable answer, compared to 60% of all adults.
>
> The difference is:
>
> 75% - 60% = 15%
>
> Adults in the extreme affluent suburbs showed a 15% advantage compared to all adults on this exercise.

The national percentages of acceptable answers to all exercises are presented in Appendix D, along with the percentage difference from the national for each group defined by parental education, color, type of community, region, and sex. There are many Citizenship exercises, and for many exercises more than one result is reported. For example, one exercise asked respondents whether they would be willing to accept a person of a different race in five different situations. The percentage of respondents willing to accept him or her in each situation and in all five situations is reported. Thus, there are six results for

[6]For more information about development of Citizenship objectives, see Citizenship Objectives, available for $1.00 from National Assessment of Educational Progress, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203.

this one exercise. In all, there are 100 results or more at each age level. The texts of approximately half of these exercises have been made public. The content of the other half of the exercises is withheld to allow their use in future administrations. To discuss each of the released exercises would be tedious and not always informative. Instead, the performance of groups is summarized for a goal or cluster of related exercises and a few particular results are cited only to illustrate a general trend or to note exceptions to a trend.

For any group, such as adults in extreme affluent suburbs, the difference in percentage correct between that group and the nation as a whole is taken for all results, and all the differences are ordered from most positive to most negative. The typical performance for the group is then summarized using the median difference from the national performance. The median of any set of numbers is the number such that half the numbers are above the median, and half below it. When we report that adults whose parents had some education beyond high school show an advantage of nearly 8%, we mean that half the differences between adults in the Beyond High School group and all adults are above an 8% advantage, and half are below an 8% advantage. As we present the Citizenship results in this report, we give the median difference by four levels of parental education, by color (Blacks compared to the nation), by seven types of community, by four regions, and by sex (male compared to females). The median differences describe relative performance on all Citizenship results in exhibits[7] for each age, and on each of the nine Citizenship goals.

A summary number such as the median difference provides a quick general picture of a group's performance in relation to the nation as a whole. Without

[7]Not all results were used to compute medians. Many exercises were scored so as to indicate the number of respondents who could list one or more ways to do something, two or more ways, three or more ways. Each of these is a result, but not all were used to summarize the data presented in exhibits. When the number of results at an age level is indicated in an exhibit, this number excludes redundant results. Those excluded are indicated in Appendix D by the phrase "Not in exhibits" or by an asterisk.

examination of the content of the exercises themselves, however, the summary may be uninformative and even misleading. Some individual exercises are discussed in each chapter, and Appendix D presents a brief paraphrasing of the released exercises and the objective each measures. Complete text of the released exercises is given in Citizenship Report 2.

CHAPTER 2

EDUCATIONAL LEVEL OF THE PARENT

The atmosphere in which children grow up is recognized as an important contributing factor in their own achievement in school, in work, and in their life as a whole. The indicator of "home atmosphere" chosen by National Assessment was the educational level of the parent who went the furthest in school. Other indicators, such as family income, or time parents spend with their children, might be better indicators of home atmosphere, but they are more difficult to assess. Educational level of the parent is relatively easy to measure, and is certainly one significant aspect of home environment.

Every respondent to National Assessment exercises was asked to indicate the highest year of school completed by his or her mother and father. Levels of education were categorized, as follows:

Level	Definition
Unascertained	Respondent failed to indicate parental education
Grade School	Neither mother nor father was educated beyond eighth grade
Some High School	Either mother or father had some high school, but neither completed high school
High School	Either mother or father completed high school, but neither was trained beyond high school
Beyond High School	Either mother or father was educated beyond high school

This information was obtained from respondents; if a respondent gave incorrect information, he or she is misclassified. In some cases, when a respondent failed to indicate parental education the field administrators got the information from school records and the appropriate level of parental education was assigned.

As Exhibit 2-1 makes apparent, for a large number of respondents at ages 9 and 13 and a small number at age 17 and adult, level of parental education could not be ascertained.

Exhibit 2-1

Median numbers of respondents per exercise*
for each level of parental education

	Age			
	9	13	17	Adult
Unascertained	789	252	39	51
Grade School	125	109	146	293
Some High School	144	250	347	159
High School	567	762	697	200
Beyond High School	787	1,049	959	189

*The actual number of people who responded to different packages (booklets) of exercises varied above and below these median values.

It is not known whether results reported by level of parental education would change if the unascertained respondents, particularly the large number of them at ages 9 and 13, could be classified. U. S. Census Bureau data report that in recent years more Americans are completing high school and many are receiving education or training beyond that. The NAEP sample which has been classified into the four levels of parental education supports this trend of increasing education for parents of younger children. We might expect, therefore, that if the unascertained respondents could be classified by education of parent, the proportions in each level would remain much the same. Without this direct information, however, we can only speculate about any possible influence of the large unascertained groups, particularly at ages 9 and 13.

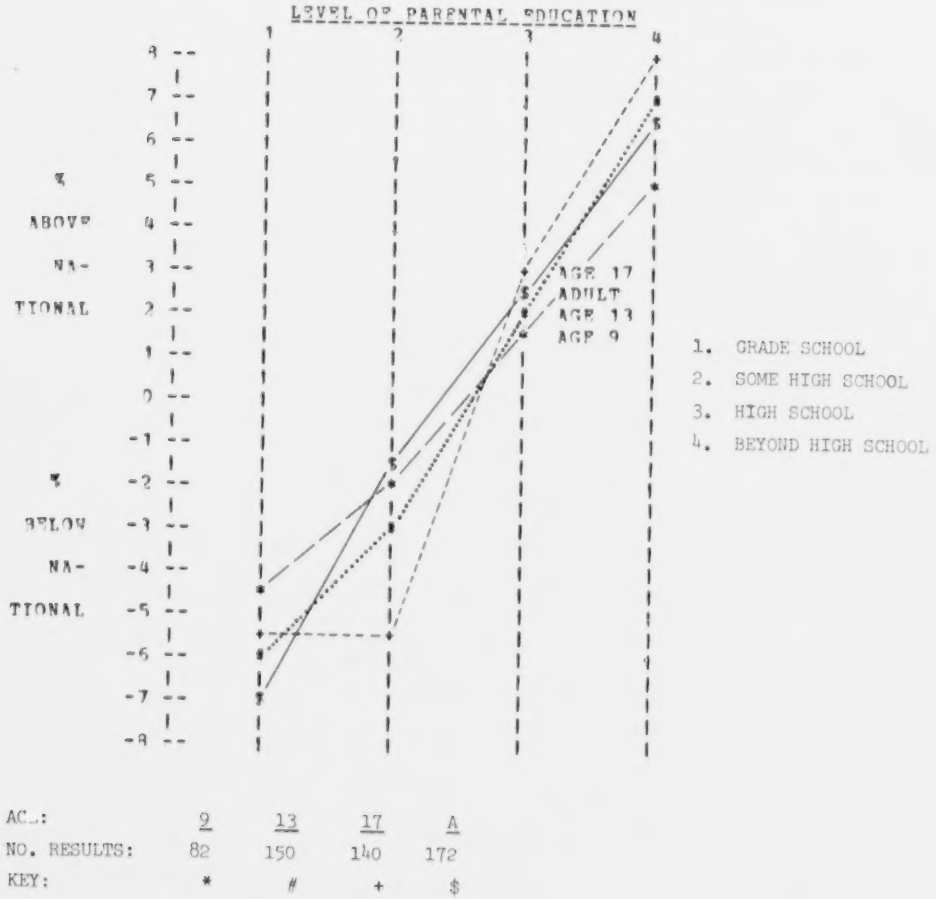
Overview of Findings

The median differences between each parental education group's performance on all Citizenship exercises combined and the nation as a whole are shown in

Exhibit 2-2.[1] Respondents whose parents had more education typically exhibited greater degrees of knowledge and behavior considered desirable for citizens in our society than did respondents whose parents had less education.

EXHIBIT 2-2

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION ON ALL CITIZENSHIP RESULTS



AGE:	9	13	17	A
NO. RESULTS:	82	150	140	172
KEY:	*	#	+	$

[1] The "0" on the vertical scale in Exhibit 2-2 denotes an average performance across all four parental education groups. At a given age, this average is the mean of the median differences for the four parental education groups. Such a standard of national performance is the "0" baseline in all exhibits in this chapter, unless otherwise noted. We use the mean of the four parental education groups rather than the mean of all responses pooled because at the younger ages a larger proportion of parents have more education. If we used the mean of all responses pooled, the means would represent different parental education levels at different ages.

Respondents in the Beyond High School group showed relatively large advantages, while those whose parents graduated from high school showed smaller advantages. Deficits of similar sizes are shown by the Some High School and Grade School groups at ages 9, 13, and 17. The adults in these two groups differ considerably, however -- those in the Grade School group had a median deficit of about 7%, compared to about 1% for the Some High School adults. It is interesting to speculate on the contrast between 17-year-olds and adults at the lower parental education levels. What are the characteristics of the home environment of 17-year-olds whose parents did not graduate from high school which could account for this apparent lack of progress? Or of adults, to explain their better performance in the Some High School group? Parents of National Assessment young adults (26-35) probably were themselves in school in the 1930s, the depression years. Parents of the 17-year-olds would have been in school in the post-World War II years. "Dropping out" of school during the depression surely reflected different needs and motivations than dropping out in the 1940s and 1950s. The children of parents who dropped out of high school in the post-World War II years in fact are not more advantaged than children of parents who didn't start high school at all. The people who dropped out during these two quite different eras thus may also have been quite different in their own aspirations and their aspirations and expectations for their children.

Each of the nine Citizenship goals assesses achievements of different behaviors, knowledge, and attitudes. Median differences by goal and some individual exercises within each goal are discussed below. The median differences by goal generally follow those on all Citizenship results except on Goals H (Take responsibility for own personal development . . .) and I (Help and respect own families . . .). Groups which typically perform below the nation often do nearly as well as the nation as a whole on these two goals. The sections on Goals H and I below discuss this point further.

Another way of examining the overall picture of results by parental education is to count the number of results in each goal on which a particular group did better than usual (better than their median difference on all results) or did less well than usual. Tabulations showing these counts are given in Appendix F. Briefly, they show that four groups--9-, 13-, and 17-year-olds in the Some High School group, and adults in the Grade School group--which typically show deficits on all Citizenship results do better on Goal A exercises (Show concern for the well-being of others . . .). On the other hand, groups that did about the same as or better than the nation on all results did not do as well on Goal A (adults in the Some High School, and 17-year-olds in the Beyond High School groups).

The tabulations in Appendix F show other departures from typical performance, but no general pattern is apparent for any other goal.

Balancing

As we discussed in chapter 1, the performance of any group of respondents may reflect many factors, such as the community and region of the country in which they live, their sex, and their color. The purpose of balancing is to try to show the results for a group, such as the Grade School group, if the proportion of inner city, and rural, and Black, and Southeastern respondents were the same in the Grade School group as in the nation as a whole. Balancing cannot take into account all the factors which might be linked to the different results in the four levels of parental education, however. Keeping this caution in mind, we present a comparison of the median differences as observed and after balancing in Exhibit 2-3. Across the four levels of parental education, the median differences are reduced by more than one third at age 9, but by less than a quarter at ages 13, 17, and adult. Except for age 9, then, disproportionality of the other characteristics on which data were balanced seems to make relatively little difference in the comparisons of parental education levels. Perhaps the apparently greater disproportionality at age 9 would have been decreased if the large group of unascertained respondents could have been classified by parents' education.

Exhibit 2-3

Comparison of observed and balanced median differences on all results, by level of parental education

	Age 9		13	
	Observed	Balanced	Observed	Balanced
Grade School	-4.4	-2.9	-6.0	-4.5
Some High School	-2.2	-1.0	-3.0	-2.2
High School	1.5	.6	1.8	1.0
Beyond High School	5.0	3.4	7.2	5.7
	17		Adult	
Grade School	-5.6	-5.0	-7.0	-5.6
Some High School	-5.5	-3.9	-1.5	-.9
High School	3.1	2.5	1.8	1.3
Beyond High School	7.9	6.4	6.8	5.3

The balanced results presented in the chapters on Blacks (chapter 3) and type of community (chapter 4) generally show larger reductions of differences than these for parental education -- roughly one third for Blacks at all ages and about one half for type of community. The lack of proportionality apparently distorts the results for those two characteristics more than for parental education.

Performance on Citizenship Goals and Exercises

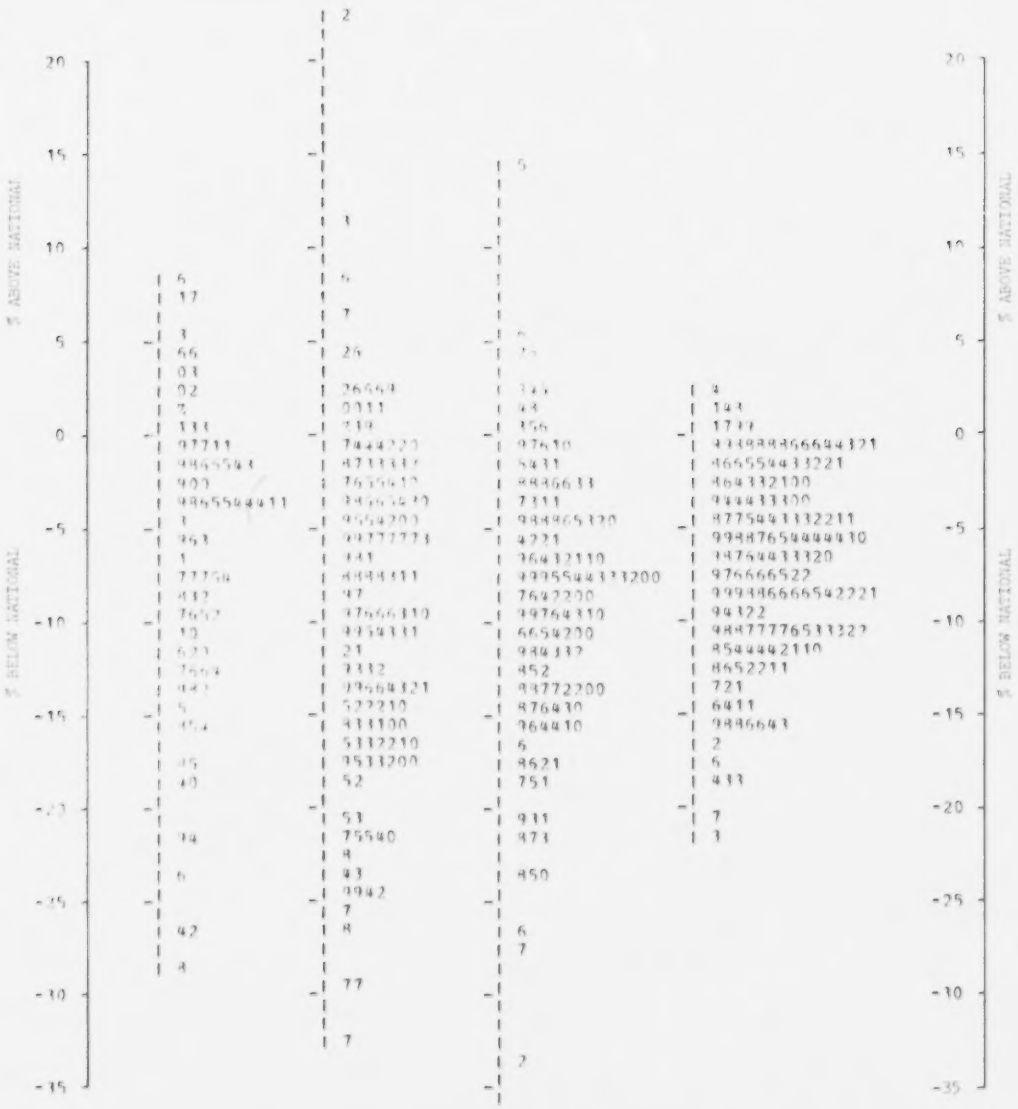
The median differences merely summarize a group's performance on a set of individual exercises, but don't tell us how well or how poorly a group does on each separate exercise. A picture of how, for each age and level of parental education, a group compares to the nation on each exercise is shown in Exhibits 2-4 to 2-8. For example, Exhibit 2-4 shows the distribution of results for each age in the Grade School group. The "0" in the vertical scale to the left indicates national performance (observed, not standardized as discussed earlier). At age 17, the median difference is -8.3%, but on one result 17-year-olds in the Grade School group do 14% better than on the nation. On three others, they are 23% below the nation. Exhibits 2-5 to 2-8 provide similar information for the three other levels of education and the unascertained group.

EXHIBIT 2-44

DIFFERENCE IN PERCENT CORRECT BETWEEN GRADE SCHOOL LEVEL AND THE WHOLE NATION FOR EACH RESULT*

AGE

9	13	17	ADULT
82 EXERCISES	150 EXERCISES	143 EXERCISES	172 EXERCISES
MEDIAN -5.5%	MEDIAN -9.0%	MEDIAN -8.3%	MEDIAN -5.4%



*Each digit stands for one result. For example, starting at 5 on the left vertical scale, we see that on two results 9-year-olds in the Grade School group did between 4% and 5% better than all 9-year-olds in the nation. The digit tells the value of the result to one decimal place (e.g., 4.6, 4.6).

*Several results with more extreme differences at age 17 were omitted because of space limitations. The omitted result values were: -36.7, -39.5, -41.0.

EXHIBIT 2-5

DIFFERENCE IN PERCENT CORRECT BETWEEN SOME HIGH SCHOOL GROUP AND THE WHOLE NATION FOR EACH RESULT*

AGE

9	13	17	ADULT
82 EXERCISES MEDIAN -3.3%	150 EXERCISES MEDIAN -6.1%	140 EXERCISES MEDIAN -8.2%	172 EXERCISES MEDIAN -0.9%

*The following result was omitted because of space limitations. Age 9: 21.5.

EXHIBIT 2-6

DIFFERENCES IN PERCENT CORRECT BETWEEN HIGH SCHOOL LEVEL AND THE WHOLE NATION FOR EACH RESULT

AGE

9	13	17	ADULT
82 EXERCISES MEDIAN 0.5%	150 EXERCISES MEDIAN -1.2%	140 EXERCISES MEDIAN 0.5%	172 EXERCISES MEDIAN 2.4%

EXHIBIT 2-7

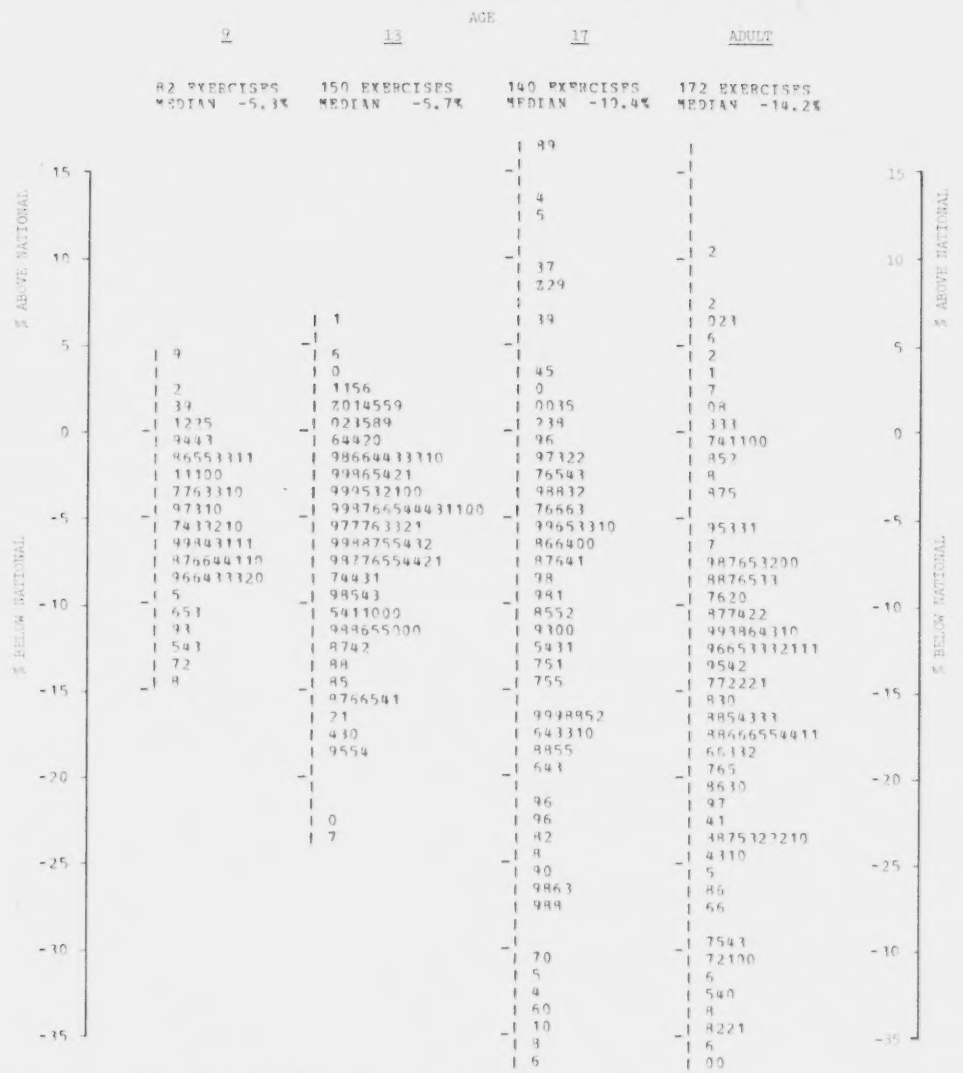
DIFFERENCE IN PERCENT CORRECT BETWEEN BEYOND HIGH SCHOOL GROUP AND THE WHOLE NATION FOR EACH RESULT

AGE

9	13	17	ADULT
82 EXERCISES MEDIAN 4.0%	150 EXERCISES MEDIAN 4.2%	140 EXERCISES MEDIAN 5.3%	172 EXERCISES MEDIAN 7.5%

EXHIBIT 2-8

DIFFERENCE IN PERCENT CORRECT BETWEEN UNASCERTAINED LEVEL OF PARENTAL EDUCATION AND THE WHOLE NATION FOR EACH RESULT*



*Several results with more extreme differences at age 17 and adult were omitted because of space restrictions. The omitted result values were: Age 17-+23.6,+18.5, -39.8, -40.6, -41.0, -45.3, -58.7, -61.2, -69.9; adult-+23.9, -37.3, -39.3, -39.5, -40.6, -40.9.

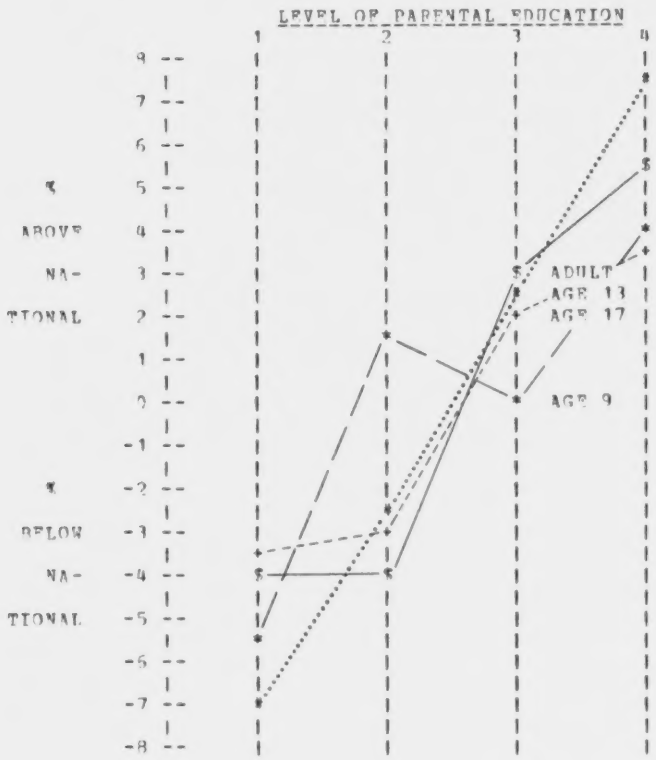
Goal A. Show Concern for the Welfare and Dignity of Others

Exercises in this goal assess respondents' willingness to treat all individuals with respect, not to condemn others on the basis of irrelevant personal or social characteristics, and their knowledge of agencies or individuals from whom to seek help in a variety of situations. One set of Goal A exercises assessed the respondents' stated attitudes toward people of a different race, and their awareness of religious discrimination. None of these were asked at age 9.

The overall pattern of median differences on Goal A is shown in Exhibit 2-9.[2]

EXHIBIT 2-9

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL A



AGE:	9	13	17	A
NO. RESULTS:	8	49	33	41

[2] The standardized performance, as discussed on page 12, is the basis of comparison for each educational level in this and all subsequent exhibits of median differences in this chapter, unless otherwise noted.

The general pattern of median deficits and advantages for each educational group on Goal A is similar to that for all exercises. All ages in the Beyond High School group show the greatest advantages, and the Grade School and ages 13, 17, and adult in the Some High School groups, the greatest deficits.

Race-related and other Goal A results. Exhibit 2-10 shows the number of Goal A results which were related to racial issues and those which were not.[3]

Exhibit 2-10

Total Goal A results, and number of race- and non-race-related results obtained at each age

	Age			
	9	13	17	Adult
All Goal A results	8	49	33	41
Race-related results	0	28	22	23
Other Goal A results	8	21	11	18

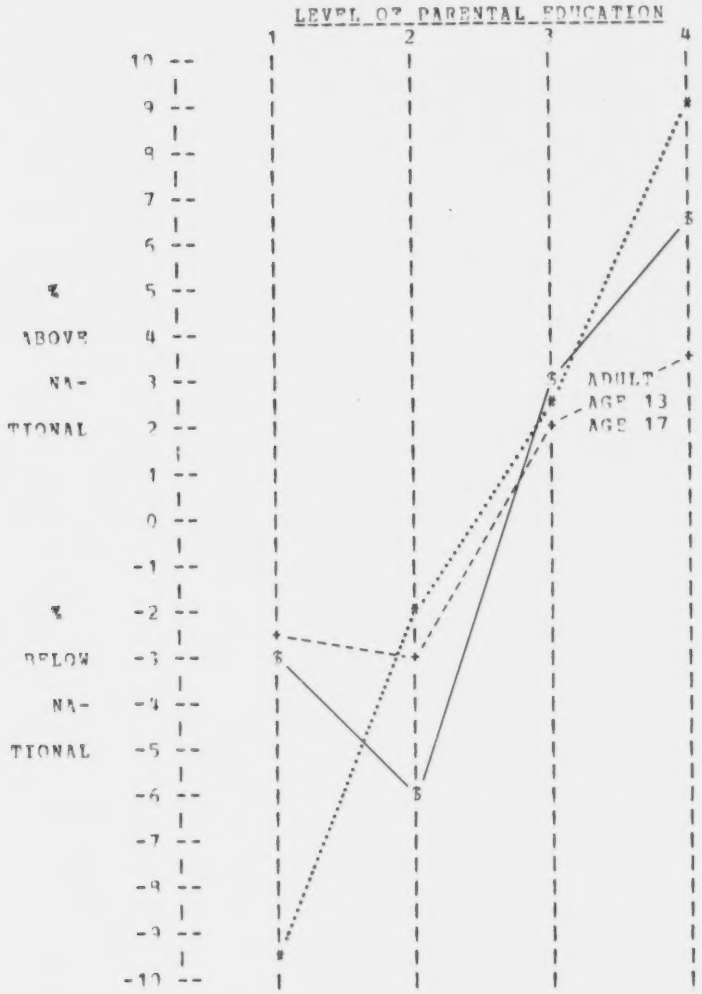
The median differences on the race-related exercises are shown in Exhibit 2-11. As usual, the Beyond High School group shows the greatest advantage, followed by the High School group. A common stereotype might lead us to expect that respondents whose parents had only grade school education would show a greater deficit than those with some high school, but this is found only at age 13; 13-year-olds in the Grade School group had a deficit of nearly 10%, compared to about 2% for Some High School 13-year-olds. The deficits shown by adults in the Grade School and Some High School groups are not substantially different from one another.

Exhibit 2-12 allows a comparison of median differences on the race-related and non-race-related results in Goal A. The two sets of exercises yield similar results, except that Grade School adults show a larger deficit on the

[3] Appendix G identifies results in the race and other clusters of exercises discussed throughout this report.

EXHIBIT 2-11

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION ON RACE-RELATED EXERCISES



AGE:	9	13	17	A
NO. RESULTS:	0	28	22	23

non-race-related results (8%) than on the race-related results (3%). Their relatively large deficit on non-race-related results is due in part to their apparent lack of awareness of religious discrimination in the world and in the U. S. (A6), discussed further below.

Exhibit 2-12

Median differences on Goal A, racial attitude, and non-racial attitude exercises by parental education

Level of Education	Age	Non-Race	Race
Grade School	9	-5	—
	13	-6	-10
	17	-5	-3
	adult	-8	-3
Some High School	9	2	—
	13	-4	-1
	17	-4	-2
	adult	-2	-6
High School	9	1	—
	13	3	2
	17	2	2
	adult	6	2
Beyond High School	9	5	—
	13	7	9
	17	6	3
	adult	5	6

Several race-related questions asked respondents if they would be willing to accept people of a different race in different situations, such as "be your dentist or doctor," "live next door to you," or "stay in the same hotel or motel as you." There were three sets of this type of question, each set asking

about five situations. We examined the percent of respondents saying yes to each situation and to all five situations. With few exceptions, three quarters or more of the respondents at each of the three ages indicated willingness to accept people of a different race in each situation, and more than half the respondents said yes to all five situations presented to them. However, the parental education groups often differed from each other. In general, respondents in the two higher education groups tended more often than the two lower education groups to say they would associate "with people of a different race." A striking exception is the response to the "dentist or doctor" question; 90% of the 17-year-olds in the Grade School group said they would associate with a dentist or doctor of a different race, while 73% of the 17-year-olds in the Beyond High School group said yes (A4-1). On the other hand, more adults in the Beyond High School group (80%) than in the Some High School group (66%) said yes to this question. Examination of exercises A4, A53, and A54 in Appendix D provide more information about the patterns--and departures from patterns.

Thirteen-year-olds in the Grade School group showed the greatest deficit of any group--10%--on the racial attitude exercises. Their responses to several questions describe where some of the deficits occurred, but don't explain why. The 13-year-olds in the Grade School group were less willing than others of their age to accept a person of another race sitting at a table next to them in a crowded restaurant (69% compared to 82% of all 13-year-olds, A4-4); or to stay in the same hotel or motel (66% compared to 88% of all 13-year-olds, A4-5). The 13-year-olds in the Grade School group were also less likely to indicate acceptance in five of five situations (16% fewer on A4-8; 15% fewer on A54-8; 30% fewer on A53-8). Perhaps as higher and higher proportions of the population get a high school education, the smaller proportion who do not become more distinctive in certain ways (e.g., less accepting of other races).

Another exercise concerning race asked 13-year-olds about their awareness of racial discrimination in the world and in the United States. The five parts

of this question asked if they were aware of racial discrimination in the world (A5-1), to name one location in the world where it occurred (A5-2), to give an example of racial discrimination in the world (A5-3), whether they were aware of racial discrimination in the United States (A5-4), and, if so, to give an example (A5-5). Thirteen-year-olds whose parents had more education consistently exhibited more awareness of racial discrimination than did 13-year-olds with less educated parents.

A similar exercise dealing with discrimination on the basis of religion rather than race was given to ages 13, 17, and adults. Two thirds or more of the respondents at each age were aware of religious discrimination in the world (A6-1) and at least half could name one location where it occurred (A6-2), but with one exception[4] no more than 40% gave any other information about what kind of religious discrimination they had in mind in the world (A6-3) or in the U. S. (A6-5), or were even aware of religious discrimination in the U. S. (A6-4). As usual, the higher education groups consistently did better than the lower education groups on these questions.

Where to seek help. Several exercises asked respondents where they would seek help in a variety of situations--e.g., in case of fire, or if a traffic signal was out of order.[5] More than 90% of 13- and 17-year olds and adults in every parental education group were able to give appropriate responses to at least one such question from a set of three or four. The proportion of respondents able to name all three or four sources was less in the Grade School and Some High School groups than in the more educated groups.

Helping Behavior

Concern for others and loyalty to friends were assessed at ages 9 and 13 by asking respondents to describe specific cases when they had helped someone else, and whether they would be willing to associate with a friend whose father was in jail.

---

[4] Sixty percent of the adults gave an example of religious discrimination in the world (A6-3).

[5] A8-1 to A8-11; A52, A56-1, A56-2, A57-1, A57-2, A60-1, A60-2.

At least half the children reported helping another boy or girl outside of school within the past year (59% of 9-year-olds, 78% of 13-year-olds; A1-1), but 13% fewer 13-year-olds in the Grade School group did so.

Willingness to associate with a friend whose father was in jail (A2-1) was relatively high for all 9-year-olds (56%) and 13-year-olds (79%), but 17% fewer 13-year-olds in the Grade School group said they would do so.

Goal B. Support Rights and Freedoms of All Individuals

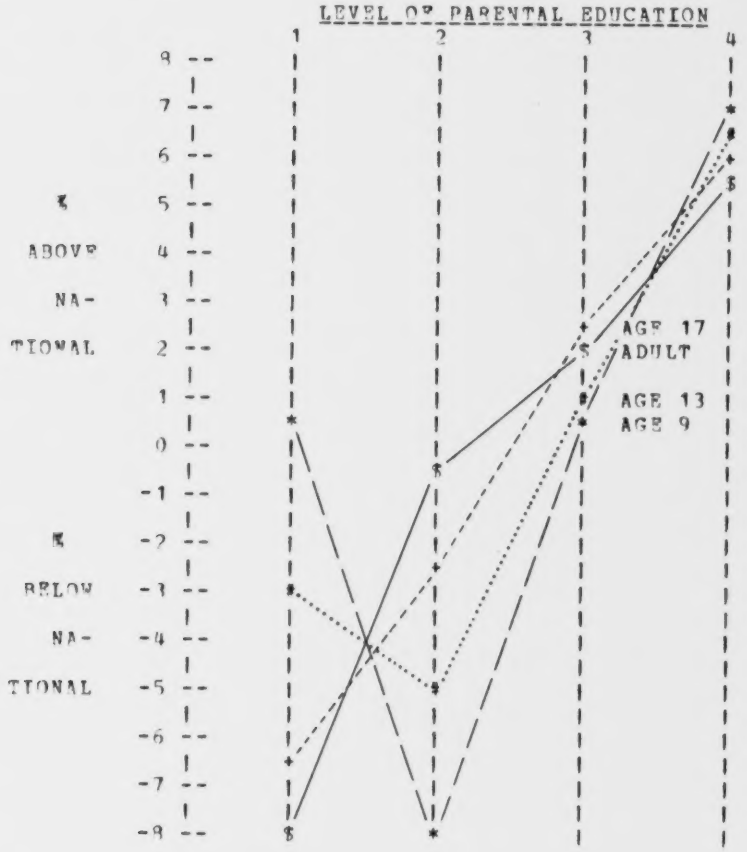
Knowledge of one's rights under the Constitution is essential if the rights and liberties of all individuals are to be preserved. Exercises in this goal include knowledge of constitutional guarantee of individual rights such as freedom from police entry into one's home except under certain conditions, right of assembly, and freedom of speech. The median differences for each level of parental education and age are shown in Exhibit 2-13.

Particularly noticeable is the performance of 9-year-olds in the Grade School group, who do as well as those in the High School group on the Goal B results. The 9-year-olds in the Some High School group, on the other hand, show a relatively large deficit (those in the Beyond High School group show their usual advantage). More 9-year-olds in the Grade School and High School groups, compared to those in the Some High School group, were aware of the right of freedom of travel (A51-1, A51-2), and thought it all right to tell other people the Governor or President is doing a bad job and could explain why it is all right to do so (B5-1).

Three questions on which 13-year-olds in the Grade School group show a relatively great deficit (from 14% to 22%) concern due process of law (B54-1 and B54-2) and rights of privacy (B53-1). On the other hand, 13-year-olds in this group do very well when asked to explain when an assembly of people might not be lawful (B3-1); 70% of them, compared to 48% of all 13-year-olds, gave an acceptable answer.

EXHIBIT 2-12

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL B



AGE:	9	13	17	A
NO. RESULTS:	4	11	6	7

A "freedom of speech" question has been discussed in previous Citizenship reports because of the generally low proportion of people who would allow three controversial opinions to be stated on radio and television. The opinions are:

1. Russia is better than the United States.
2. Some races of people are better than others.
3. It is not necessary to believe in God.

Nationally, 5% of 13-year-olds, 22% of the 17-year-olds, and 32% of the adults would allow these three statements to be made, and 4%, 18%, and 25%

of each age cited freedom of speech as the reason for allowing them to be stated. The results by parental education groups are shown in Exhibit 2-14.

Exhibit 2-14

Responses to "freedom of speech" question

			Nat.	Difference from national			
				GS	SHS	HS	BHS
B4-4	Would allow all three opinions to be stated						
		13	5	3	-4	-2	3
		17	22	-14	-10	-3	10
		A	32	-15	-9	2	22
B4-5	Gave freedom of speech as a reason						
		13	4	2	-3	-2	2
		17	18	-12	-10	-3	10
		A	25	-11	-7	2	15

The national percentages for 13-year-olds on each question are so low that any differences can't be considered reliable. More 17-year-olds and adults whose parents had education beyond high school, compared to those whose parents had less education, would allow all three controversial statements to be made, and more of them cited freedom of speech as a reason.

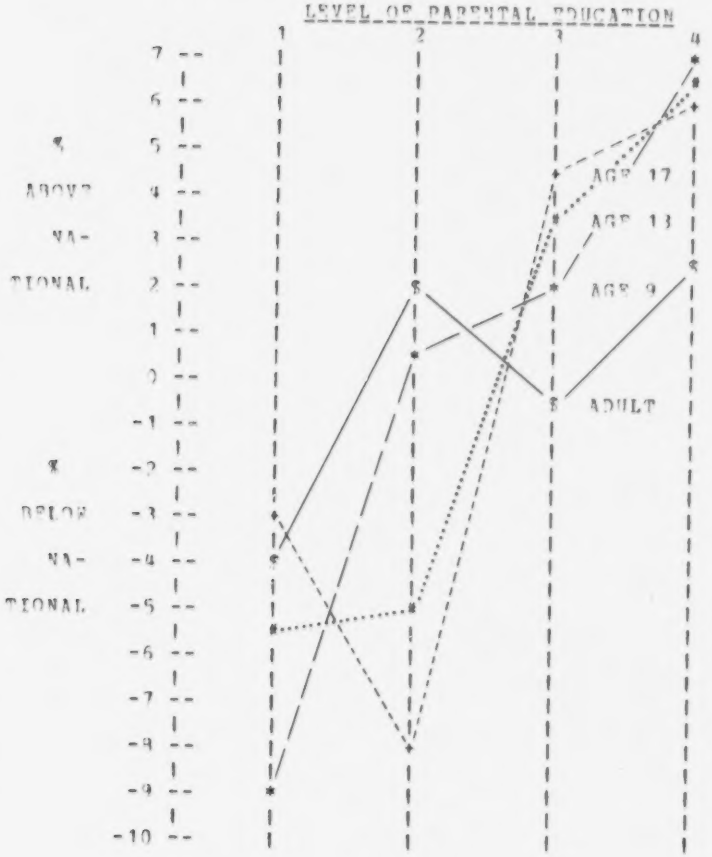
Goal C. Help Maintain Law and Order

Awareness of the need for rules and laws and of ways of changing unjust laws are some of the achievements assessed under this goal. The median differences are given in Exhibit 2-15. Adults at different education levels differ less on this goal than has been apparent in other goals. The national performance on most of the eight results in Goal C was quite high (on five of them, 80% or more of all adults gave the correct response), and adults in all but the Grade School group exhibited rather similar levels of achievement.

At some ages, the Grade School and Some High School groups showed a relative lack of awareness of why laws are needed and of a legal system available for settling disputes:

EXHIBIT C-1-C

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL C



AGE:	9	13	17	A
NO. RESULTS:	5	3	4	8

C1-2 Asked to give a reason why rules are needed on the playground, 88% of all 9-year-olds did so, but 15% fewer 9-year-olds in the Grade School group did so.

C1-4 Asked to give a reason why grownups need rules, 63% of all 9-year-olds but 14% fewer 9-year-olds in the Grade School group did so.

C3-1 Half of all 13-year-olds stated that a legal system is provided for settling an argument over money, but 19% fewer 13-year-olds in the Grade School group and 15% fewer 13-year-olds in the Some High School group did so.

On this same exercise, 69% of all 17-year-olds stated that a legal system is provided for settling an argument over money, compared to 55% of 17-year-olds in the Some High School group. Adults in the Grade School group also were less likely than other adults to state that there is a legal system to settle a dispute over money (78%, compared to 87% of all adults).

C2-1 Seventeen-year-olds in the Some High School group were less likely than were other 17-year-olds to state one reason why laws are needed (90% compared to 97% of all 17-year-olds), and

C2-3 to state three reasons why laws are needed (42%, compared to 59% of all 17-year-olds).

C4-1 While half of all adults described an unjust or unfair law, 12% fewer adults in the Grade School group did so.

All ages in the High School and Beyond High School groups perform at or above the national performance on nearly all Goal C exercises.

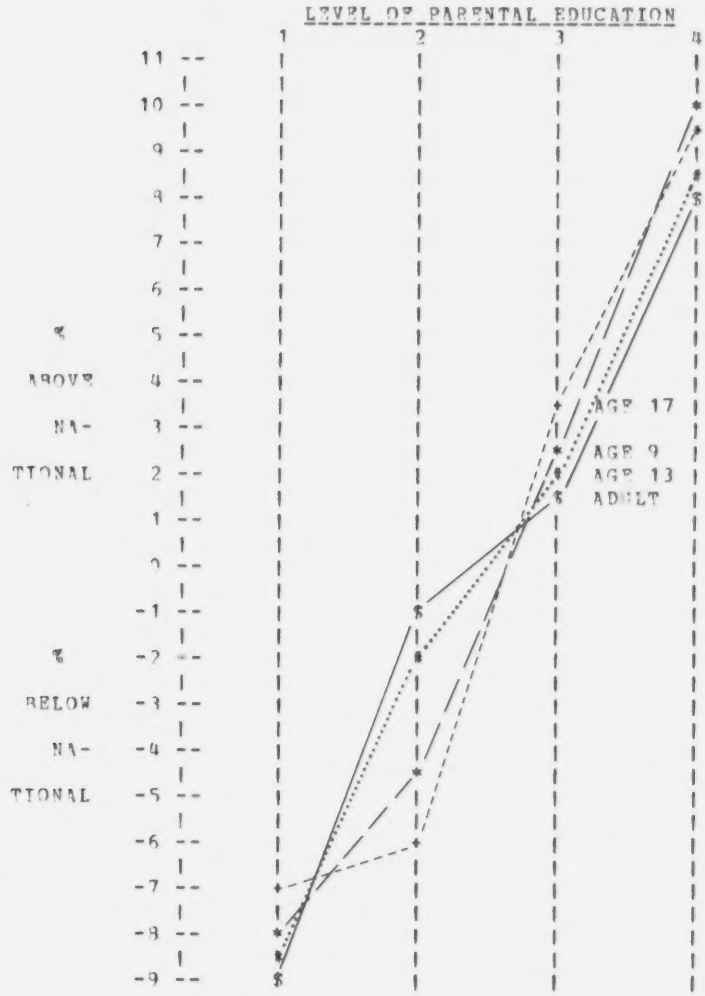
Goal D. Know the Main Structure and Functions of Our Government

Although a large proportion of the exercises in this goal are factual in nature, some assess respondents' understanding of the reasons why government functions as it does (why have two candidates in an election?; why do elected representatives often vote the way their constituents want?). The median differences shown in Exhibit 2-16 show the usual advantages for the higher education groups compared to the lower education groups.

A small cluster of exercises asked about understanding of the basic principles

EXHIBIT 2-14

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL D



AGE:	9	13	17	A
NO. RESULTS:	15	38	40	43

of government.[6] The results on some individual exercises in this cluster are listed below:

---

[6] Exercises in clusters discussed in this and following chapters are identified in Appendix G.

D1-1 Forty-eight percent of all 9-year-olds stated one or more purposes of government, but about 17% fewer 9-year-olds in the Grade School and Some High School groups did so. Of all 13-year-olds, 81% gave one or more purposes, while 17% fewer 13-year-olds in the Grade School group did so.

D3-1 While 83% of all 13-year-olds selected from four alternatives the correct reason why it is good to have two candidates in an election, 18% fewer 13-year-olds in the Grade School group did so.

D4-1 Asked to give a reason why elected representatives often try to vote as constituents want, 72% of all 13-year-olds and 81% of all 17-year-olds did so, but 22% fewer 13-year-olds and 17% fewer 17-year-olds in the Grade School group did so.

Lower education groups showed less knowledge of the structure of federal and state government, as the following results indicate:

D2-1 Asked if the President of the United States has the right to do anything he wants, 49% of the 9-year-olds, 72% of the 13-year-olds, 78% of the 17-year-olds, and 89% of the adults correctly said no,

but -

fewer 9-, 13-, and 17-year-olds in the Grade School and Some High School groups than in the Beyond High School groups gave the correct answer.

D6-1 More than 45% of 17-year-olds and adults knew that a state might have more senators than representatives if its population is small, but at least one third fewer 17-year-olds and adults in the Grade School group than in the Beyond High School group gave this answer.

D7-1 Nine-year-olds in the Grade School group were less likely than other 9-year-olds to state correctly that governors are elected (72% of Grade School 9-year-olds, compared to 86% nationally).

An important role of citizens is to be alert to the functions of government and the people who are elected or appointed to carry them out. The results to two questions which assessed this monitoring function show:

D9-1 Fewer 9-year-olds in the Grade School group than other 9-year-olds knew the name of the President of the United States (78% compared to 91% nationally).

D9-2 The differences among parental education groups were unusually large on knowledge of the Vice President's name;

Stated Name of Vice-President*

		Difference from national				
Age	National	GS	SHS	HS	BHS	Unascertained
13	60	-33	-17	-3	14	-16
17	75	-21	-23	4	12	-10
adult	87	-9	1	3	8	-15

*Percentage differences of 10% or less are not reliably different from the national results.

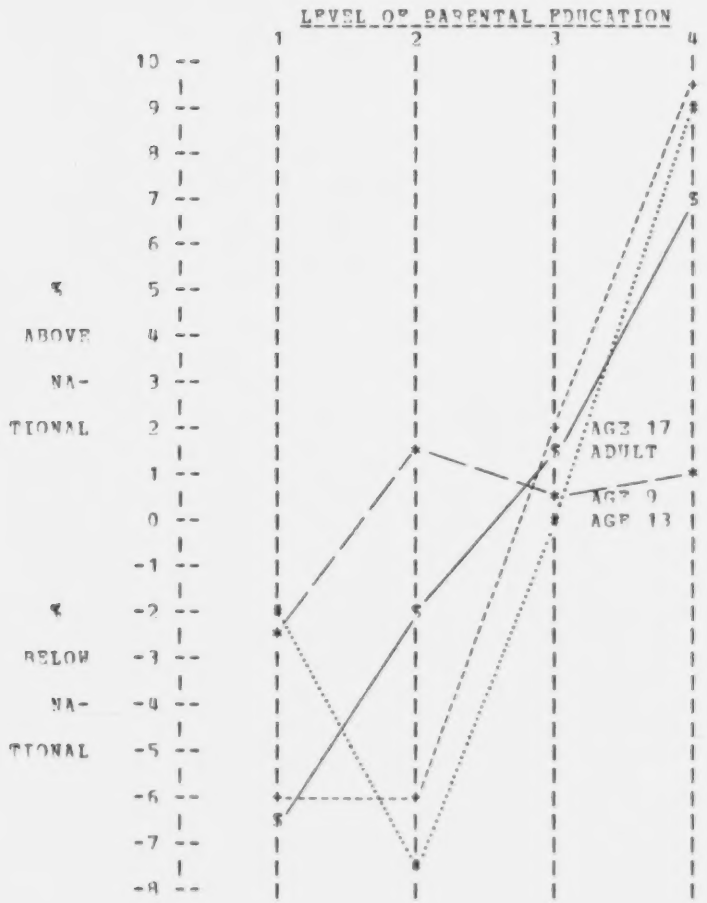
Goal E. Seek Community Improvement through Active, Democratic Participation

The focus of many of the exercises in this goal was the awareness of respondents about how to influence their government, and the actions they had taken to make their views or desires known. Another group of exercises examined respondents' behavior in assigned group task situations. Although group participation exercises were given at ages 9, 13, and 17, the sample size for 13- and 17-year-olds is not large enough to show results by educational level and they are omitted from calculating Goal E median differences.

For 9-year-olds, the median differences shown in Exhibit 2-17 are comprised of three exercises about civic action, and nine behaviors observed in the group

EXHIBIT 2-17

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL F



AGE:	9	13	17	A
NO. RESULTS:	12	10	22	28

*Ten results from E14 are omitted.

situation. The median differences for 9-year-olds vary little among levels of parental education. Most of these exercises assess effective action in a group, which is often initiated by teachers and is probably less dependent on home influence than are other citizenship skills, knowledge, and attitudes. The group task required them to work in two teams of four children each, competing to guess an unknown object in a box in front of them.[7] In general, 9-year-olds

[7] Citizenship Report 2 describes the exercise fully.

in all educational levels did well on this task. One exceptional result was found for 9-year-olds in the Some High School group, however -- while 72% of all 9-year-olds worked with their team throughout the 30-minute task without discouraging the team through words or behavior, 11% fewer 9-year-olds in the Some High School group worked without discouraging the team. We have no explanation to suggest for this finding.

If we think of the exercises comprising Goal E for 13-year-olds, 17-year-olds, and adults as indicators of feelings of power to influence government, and of actual civic behaviors engaged in, the median differences shown for these three ages in Exhibit 2-17 suggest that:

> Respondents in the Beyond High School group know of ways to influence their government, and do engage in behavior to influence public opinion and public officials, more than do respondents in the other groups;
>
> Respondents whose parents had little education are relatively uninformed of ways to be influential and do not take actions which might be influential;
>
> Respondents whose parents graduated from high school fall between these extremes.

Results for some of the specific exercises provide support for these general statements:

			Difference from national*			
E1-1	Age	National %	GS	SHS	HS	BHS
Stated one or more ways citizens can influence actions of their government	17	77%	-15%	-10%	2%	8%
	adult	86	-6	6	-2	10
E2-2						
Think they can have some influence on state decisions and gave one way	17	50	-13	-8	4	4
	adult	59	-9	-1	5	8

*Differences of 7% or less are not reliably different from the national percentage of response.

Many exercises whose content has not been released asked about civic behaviors which respondents had engaged in or could engage in to effect change.[8] The findings follow the pattern outlined above, with one age group or more in the Grade School or Some High School groups indicating relatively less such behavior, the respondents in the Beyond High School group, relatively more.

Goal F. Understand Problems of International Relations

Exercises in this goal assess two main objectives--awareness of the problems of international conflict and dangers to national security, and of means to seek world peace.

The two upper levels of parental education, particularly the Beyond High School group, excelled, as usual. Exhibit 2-18 shows fairly large deficits for some ages in the two lower education groups. Given the opportunity for exposure to accounts of war and attempts for peace, the apparent inability of respondents in the Grade School and Some High School groups to give reasons for wars, to name countries in which fighting has occurred and to explain why, and to suggest possible ways to avoid future wars is perhaps surprising:

F3-1 Asked to give one or more reasons why countries have wars, 71% of all 9-year-olds did so, but 24% fewer of their peers in the Grade School group, and 15% fewer in the Some High School group did so;

F2-1 Ninety percent or more of 13-year-olds, 17-year-olds, and adults in all levels of parental education named at least one country fighting in the past 12 months, but:

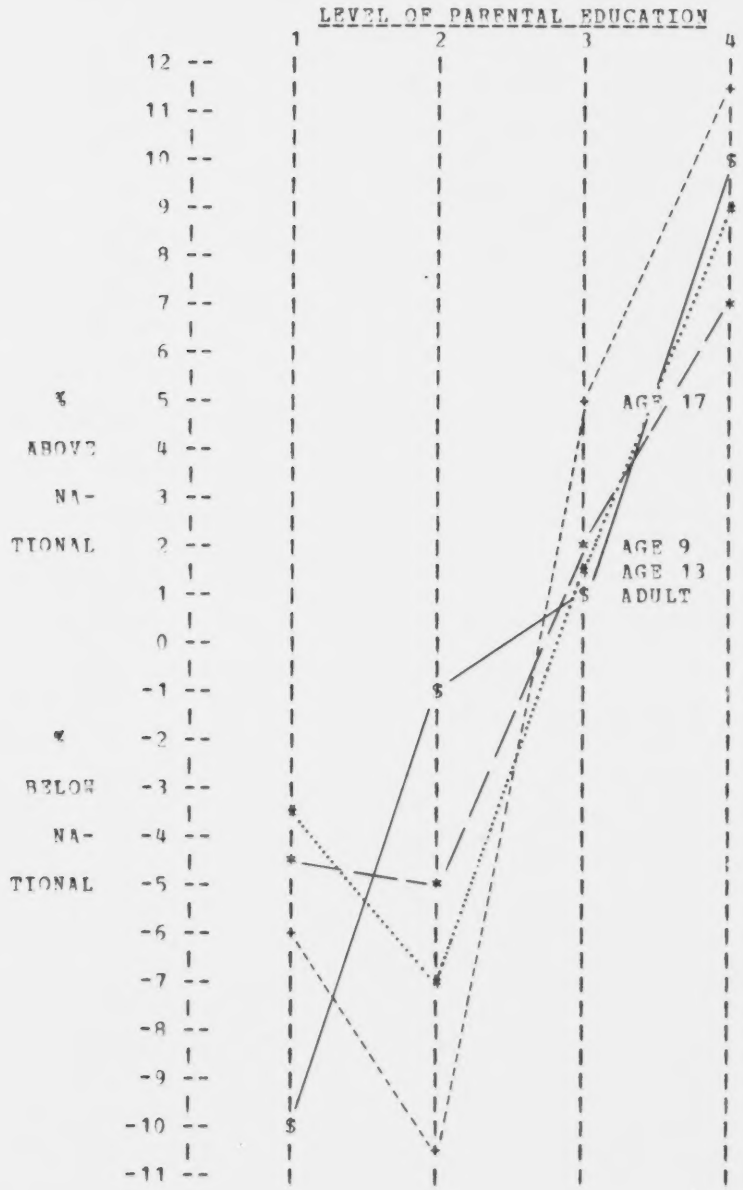
F2-3 Fewer 13-year-olds, 17-year-olds, and adults in the Grade School group and fewer 13- and 17-year-olds in the Some High School groups than in the higher education groups named at least three countries in which fighting had occurred in the past 12 months; and these groups were also less likely to give at least one

F2-6 explanation of what the fighting was about in one country.

[8] E51-1, E51-3, E52-2, E53-1, E53-2, E54-1, E54-2, E55-1.

EXHIBIT 2-1F

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL F



AGE:	9	13	17	A
NO. RESULTS:	9	11	9	10

As usual, the adults in the Some High School group, and respondents in the High School and Beyond High School groups did about as well as or better than the nation as a whole.

Goal G. Support Rationality in Communication, Thought, and Action on Social Problems

This goal emphasizes the importance of citizens being aware of civic problems, of the relationship between social problems and possible solutions, of the need for free communication, and of the need for critically evaluating communications. The median differences between each education level and the nation shown in Exhibit 2-19 follow the usual pattern.

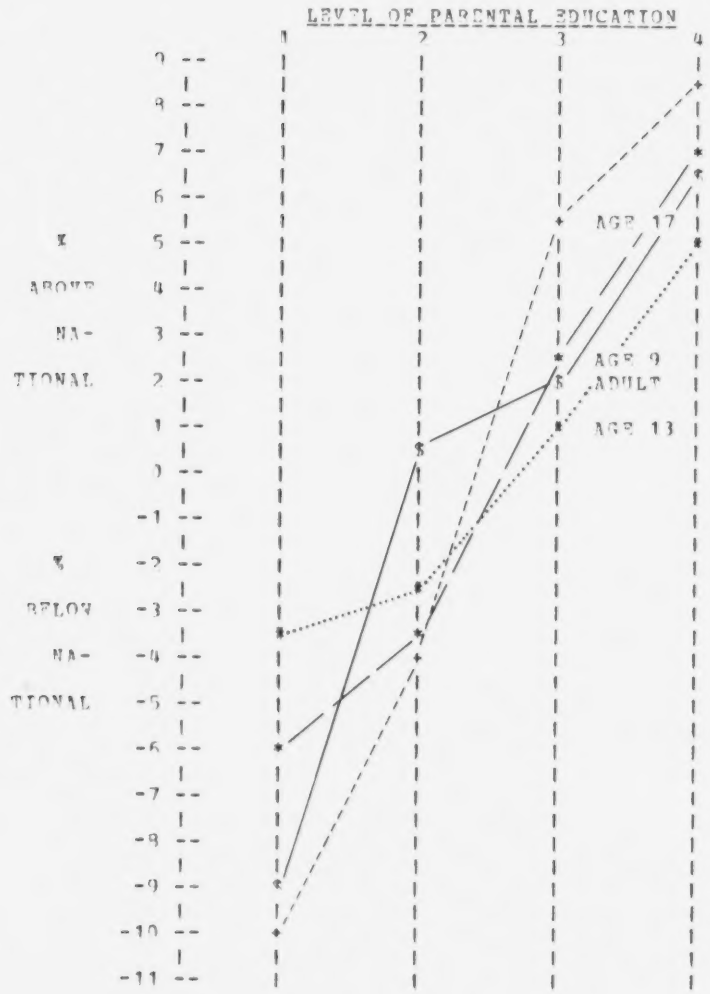
Relatively more awareness of the value of open communication was shown at age 17 in the higher education groups (see, for example, G59-2, -4, -5, -6). On one released exercise dealing with free communication, however, 17-year-olds in the Grade School group did nearly as well as all 17-year-olds. This exercise (G10-1) asked why it might be good to have newspapers in a community printed by more than one company. The possibility for a greater variety of viewpoints and information was the desired response.

Two exercises which assessed awareness of civic issues asked which of four alternative choices was one of the greatest problems facing our large cities. The three incorrect alternatives[9] were identical in both questions (which were not asked the same respondents). The choice of "slums are growing" (G2-1) was much easier than the choice of "inadequate transportation" (G3-1), as Exhibit 2-20 illustrates. The national percentage of correct responses was much higher to the "slums" questions, than to the "transportation" question. Furthermore, 12% of the 17-year-olds and 16% of the adults chose the "I don't know" response on the second question rather than attempt a choice. The exhibit

[9]The three incorrect alternatives were: (a) There is a lack of government support for industry; (b) Minority groups have gained great political power; and (c) Not enough workers can be attracted from farm areas.

EXHIBIT 3-1

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL G



AGE:	9	13	17	A
NO. RESULTS:	11	14	21	25

shows the usual trend of higher performance by respondents whose parents had more education. Note also that 7% more adults in the Grade School group than all adults said "I don't know."

Exhibit 2-20

Responses to exercises asking about problems facing large cities, by parental education*

			Difference from national			
G2-1	Age	National %	GS	SHS	HS	BHS
"Slums are growing"	17	83%	-18	-2	2	3
	adult	79	-11	0	8	9
I don't know	17	2	-1	-1	0	1
	adult	4	1	-2	0	-1
G3-1						
"Inadequate transportation"	17	35	-11	-9	-2	7
	adult	45	-16	-2	10	15
I don't know	17	12	-4	2	-2	0
	adult	16	7	4	-6	-8

*Percentage differences of 4% or less do not differ reliably from the national percentage response.

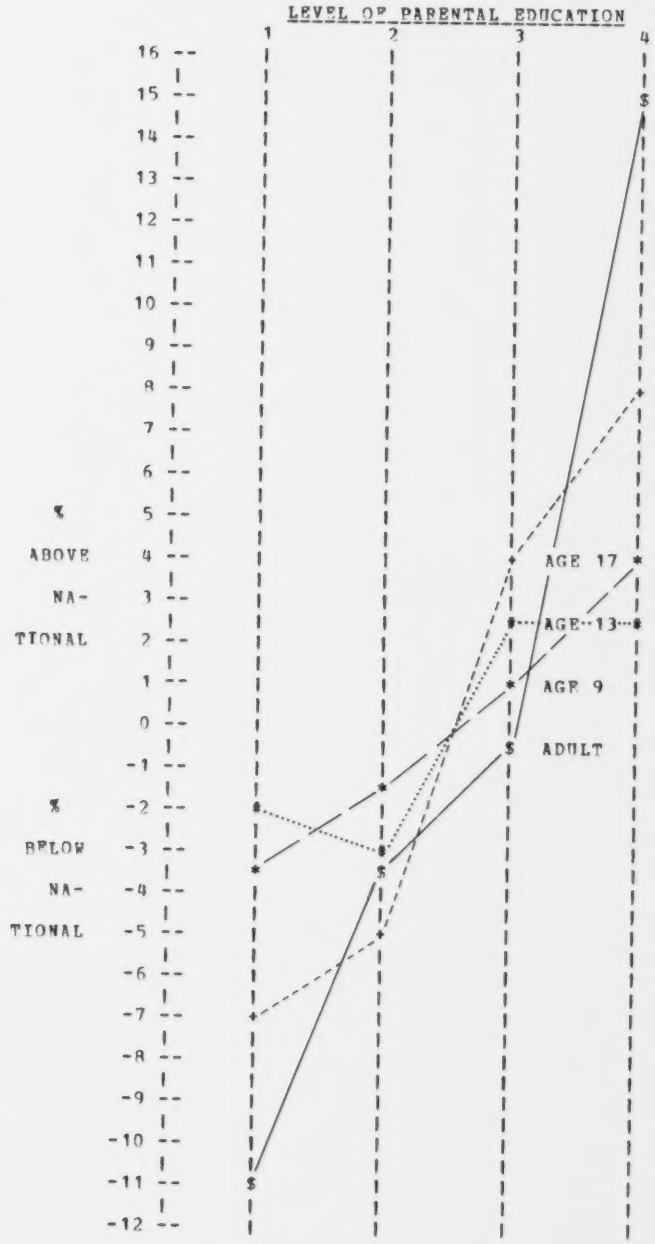
Goal H. Take Responsibility for Own Personal Development and Obligations

Awareness of sources for personal development through educational and occupational planning for the future are important civic behaviors. They are more related to another National Assessment area, Career and Occupational Development, and in future years will be assessed under that area, rather than Citizenship.

Exercises assessed awareness of sources of information, such as the library and magazines, and whether respondents had taken advantage of such opportunities as training programs or counseling at school. As we noted in the Overview of Findings, some groups which typically show rather large deficits do better on this Goal as Exhibit 2-21 shows -- for example 9- and 13-year-olds in the Grade School and Some High School groups.

EXHIBIT 2-21

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL H



AGE:	9	13	17	A
NO. RESULTS:	10	5	5	4

.. 49

Some specific results:

H3-1 Thirty-two percent of all adults described courses or lessons they had taken during the last two years, compared to 24% of adults in the Grade School group and 45% of adults in the Beyond High School group.

H4-2 Among 17-year-olds, 87% nationally said they had talked about plans for education or jobs with their parents or guardian, compared to 72% in the Grade School group, 78% in the Some High School group, and 94% in the Beyond High School group.

The findings that about three quarters or more of the 17-year-olds in the lower education groups reported discussing their future plans with a parent or guardian is encouraging, despite being a lower percentage than that of all 17-year-olds. We have no check on the accuracy of these self-reports, however.

Goal I. Help and Respect Their Own Family (9 and 13);[10] Nurture the Development of Their Children as Future Citizens (Adults)

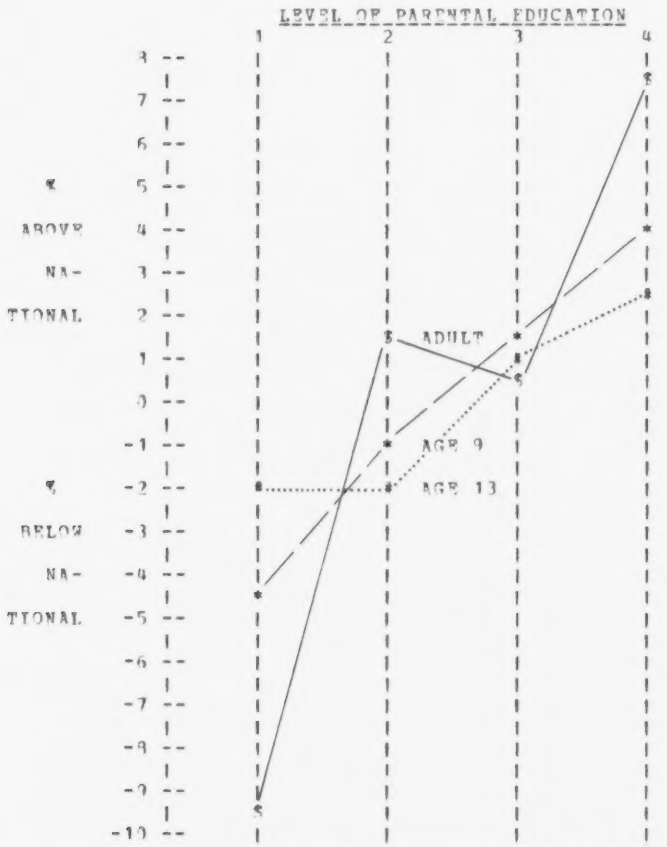
Helping around the house, care of children, and awareness by parents of their children's interests are important indicators of the mutual regard of members of the family. The median differences are shown in Exhibit 2-22. Some groups which typically show large deficits perform near or above the national results on this goal, such as age 9, 13, and adult in the Some High School group, and age 13 in the Grade School group. Grade School adults, however, show a large deficit of 9% on this goal, fewer of them reporting that they know the favorite subject of the oldest child in school (I5-1), or that they participate in child-related organizations at school (I53-1, -2, -3).

Almost 100% of children in all educational groups report helping with work around home (age 9; I1-1), and that they have home duties that they do regularly (age 13; I2-1). From about 50% to 60% of the 9-year-olds in all educational groups described something they had explained to a younger brother or sister (I3-1). All exercises in Goal I are of the self-report type, and the

[10] No Goal I exercises were administered at age 17.

EXHIBIT 2-32

MEDIAN DIFFERENCES BETWEEN LEVEL OF PARENTAL EDUCATION AND NATION, GOAL I



AGE:	9	13	17	A
NO. RESULTS:	8	9	0	6

only check on the accuracy of responses was to ask for specific information about the activity reported. However, it seems quite plausible that children, regardless of the educational level of their parents, have certain tasks which they are required to do, and that they at least occasionally help a younger brother and sister with questions and problems. The questions asked of adults also were of a self-report nature, and the results seem to suggest that in fact

adults in the highest and lowest parental education groups do differ in knowledge about and participation in their children's activities.

CHAPTER 3

COMPARATIVE PERFORMANCE OF BLACKS

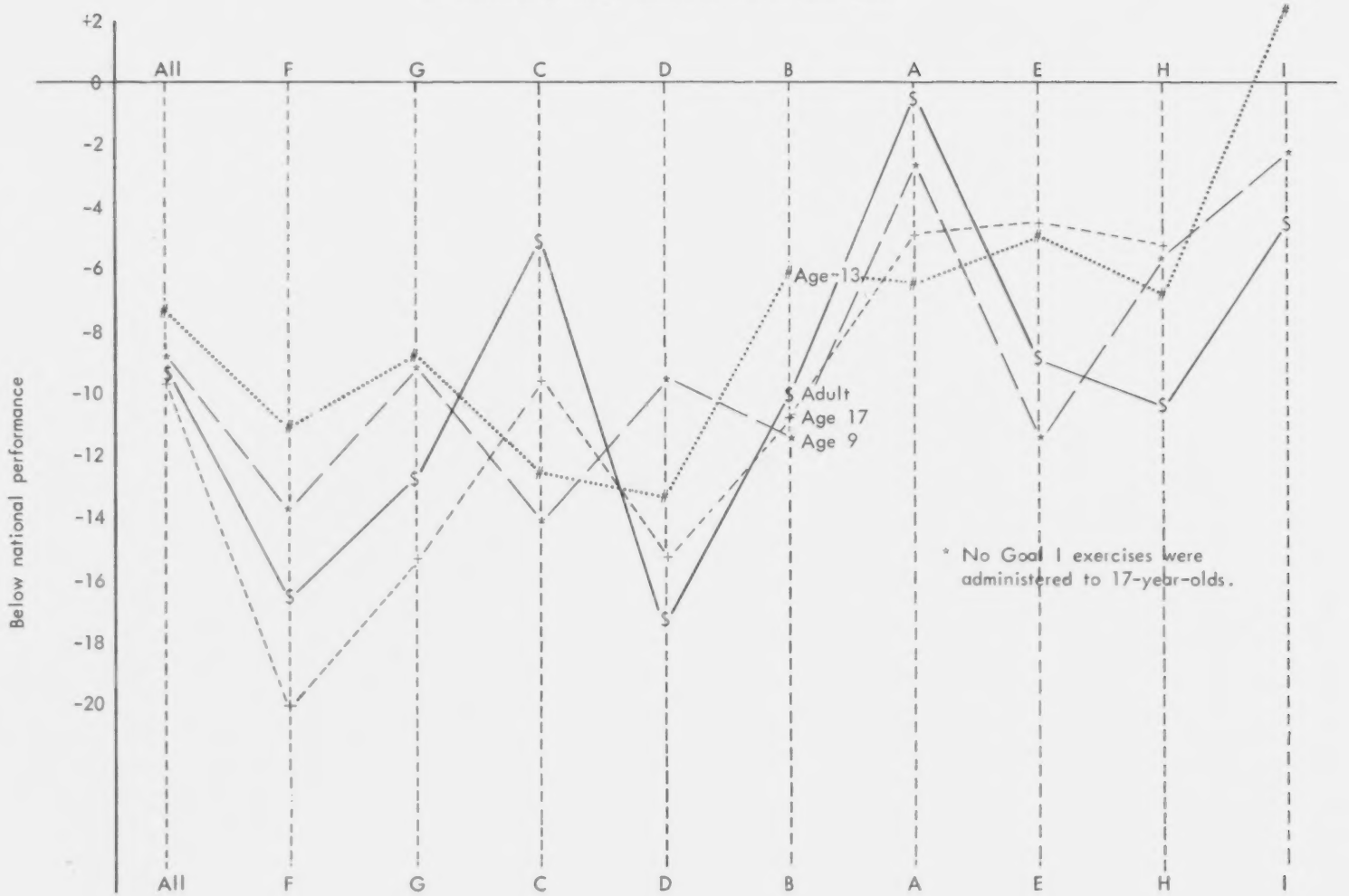
In view of the widespread national concern with the educational disadvantage of Blacks and other minority groups, National Assessment was designed to provide more information about the extent of such disadvantages. The color of each respondent was noted by the exercise administrator on the assessment package as answers were turned in. During year 01, color was noted as Black, White, or Other by the administrator. Because of inconsistency in discriminating among White and Others, these two categories were combined into non-Black. The non-Black category, in addition to many Whites, included Orientals, Mexican-Americans, Indians, and some Puerto Ricans. The present chapter gives results for Blacks in this first cycle of Citizenship assessment. The standard measure of relative performance on each exercise is the difference between the percentage of correct answers given by Blacks and the national percentage of correct answers. Data for non-Blacks are shown in Appendix D.

Overview of Findings

The typical performance of Blacks at all four ages shows deficits of about 9% on all Citizenship results combined. Exhibit 3-1 graphs the observed median differences on all Citizenship results combined and by each goal. Although the four ages don't always follow the same pattern, a general tendency emerges--large deficits appear on goals which require knowledge (of problems of international relations, Goal F; of the structure and function of government, Goal D; of socially important issues and solutions, Goal G for ages 17 and adults, particularly; and of why laws are needed and how to change unjust laws, Goal C). Results for these four goals appear in the left half of Exhibit 3-1. Smaller deficits or even advantages are shown on goals which draw upon common knowledge or experience, such as Goals H (Take responsibility for own personal development) and I (Help and respect own families). Similar results were found

Exhibit 3-1

Median differences between Black and national performance on all Citizenship results combined and on each goal*



for respondents in the Grade School and Some High School groups where performance was closer to national results on questions which could be answered on the basis of experience rather than academic learning.

Although Blacks show median deficits on all goals (except for age 13, Goal I), they do as well as or better than the nation on a number of individual exercises or clusters of exercises:

> Black 17-year-olds and adults say they are at least as willing as all 17-year-olds and adults to accept people of a different race in many different situations (Goal A).
>
> Black 9-, 13-, and 17-year-olds participated effectively in group tasks which required cooperative effort (Goal E).
>
> As many Black 9- and 13-year-olds as all 9- and 13-year-olds reported helping with chores at home and helping younger brothers and sisters (Goal I).

On the other hand, Blacks do relatively poorly on some other individual exercises:

> Fewer Black 13-year-olds than all 13-year-olds expressed awareness of racial discrimination in the world and in the U. S. (Goal A).
>
> Fewer Black 17-year-olds and adults than all 17-year-olds and adults would allow three controversial statements to be made on radio or television (Goal B).
>
> Black 17-year-olds and adults exhibited relatively little awareness of how to influence governmental actions, and very few reported having taken any action to make their views known or to effect change (Goal E).

As we discussed in chapter 2, another way of examining the relative performance on goals is to tabulate the number of exercises on which performance is above the median deficit, and the number below the median deficit. These tabulations are given in Appendix F.

The Effects of Balancing

The interpretation of the results summarized above is not a simple task. The performance of the Black respondents in National Assessment can reflect individual, school, or environmental factors, and there is no sure way to disentangle the complex web that represents the Black educational condition in America today. Balancing, discussed in chapters 1 and 2, attempts to adjust for the biasing effect of disproportions due to parental education, region of residence, etc., but many factors are not available in National Assessment data and we cannot, of course, adjust for these. Thus the adjustments may well be too small, and the balanced figures cannot be expected to represent the full potential in citizenship of Black children and young adults under appropriate educational stimulation at home and in school.

Nevertheless, the effect of balancing for parental education, type of community, region, and sex is to reduce the median differences between Black and national performance, and by amounts somewhat greater than those discussed in chapter 2, Parental Education. Exhibit 3-2 shows the median differences based on all results and for each goal separately, before and after balancing. Generally, across all goals balancing reduces the median differences by about one third. On certain goals, the reduction is even greater--by as much as three quarters (see Goals B and E in Exhibit 3-2, for example).

Examination of the range of the differences between Black and national performance on all results suggests that balancing has the effect of shifting the whole distribution of differences in a positive direction, as well as reducing the range of differences. Thus Black deficits on individual exercises become smaller, and Black advantages become larger. Exhibit 3-3 shows the most extreme differences between Black and national performance on individual results before and after balancing. The entire distribution of observed differences is shown in Exhibit 3-4.

Exhibit 3-2

Observed and balanced median differences between Black and national performance for all results and for each goal

	Age							
	9		13		17		Adult	
	Observed	Balanced	Observed	Balanced	Observed	Balanced	Observed	Balanced
All Results	-8.8 (82)*	-5.8	-7.2 (160)	-4.9	-9.8 (150)	-6.3	-9.6 (172)	-5.4
Citizenship Goal								
A. Show concern for well-being of others	-2.9 (8)	-2.4	-6.7 (49)	-3.2	-5.0 (33)	-2.2	-0.6 (41)	0.9
B. Support rights and freedoms of all individuals	-11.7 (4)	-7.8	-6.2 (11)	-3.1	-10.4 (6)	-3.8	-10.2 (7)	-7.4
C. Recognize value of just law	-14.2 (5)	-11.3	-12.5 (3)	-13.5	-9.8 (4)	-6.8	-5.4 (8)	-4.4
D. Know the main structure and functions of government	-9.8 (15)	-5.0	-13.2 (38)	-8.7	-15.6 (40)	-9.6	-17.0 (43)	-12.7
E. Participate in effective civic action	-11.7 (12)	-7.8	-4.8 (20)	-1.0	-4.8 (32)	-1.8	-8.9 (28)	-2.1
F. Understand problems of international relations	-13.8 (9)	-9.0	-10.9 (11)	-7.9	-20.5 (9)	-15.8	-16.4 (10)	-11.0
G. Approach civic decisions rationally	-9.0 (11)	-3.3	-8.7 (14)	-6.4	-15.4 (21)	-11.1	-12.4 (25)	-9.8
H. Take responsibility for own development	-5.9 (10)	-5.2	-6.9 (5)	-2.8	-5.7 (5)	-1.6	-10.6 (4)	-3.9
I. Help and respect their own families	-2.1 (8)	-2.3	2.7 (9)	2.0			-4.4 (6)	-3.7

						(0)		

*Numbers of results in parentheses.

Exhibit 3-3

Extreme differences between Black and national performance on all results before and after balancing

	Largest deficit		Largest advantage	
Age	Observed	Balanced	Observed	Balanced
9	-31	-23	7	8
13	-31	-25	12	15
17	-32	-30	17	24
adult	-35	-32	17	24

A striking example of the upward movement of differences after balancing is provided by one set of results which showed deficits, and another which showed advantages. Five questions were asked at age 13 about awareness of racial discrimination (A5-1 to A5-5). Black 13-year-olds showed deficits (less awareness) ranging from 13% to 22% below the national performance. Balancing reduced these deficits by about one half to three quarters. For example, among 13-year-olds who were asked to give an example of racial discrimination in the United States (A5-5), 14% fewer Blacks, compared to the nation, gave an example. After balancing, the deficit was reduced from 14% to 3%.

Black adults showed advantages on several questions which asked if they would be willing to associate with a person of a different race in several different situations, or to act to halt discriminatory behavior. After balancing, the advantages become even larger. For example, 9% more Black adults than all adults said they felt they should act to stop discrimination in a public park (A3-1). After balancing, the advantage increased from 9% to 15%. Other examples of changes in observed results after balancing may be found by studying the data in Appendix D.

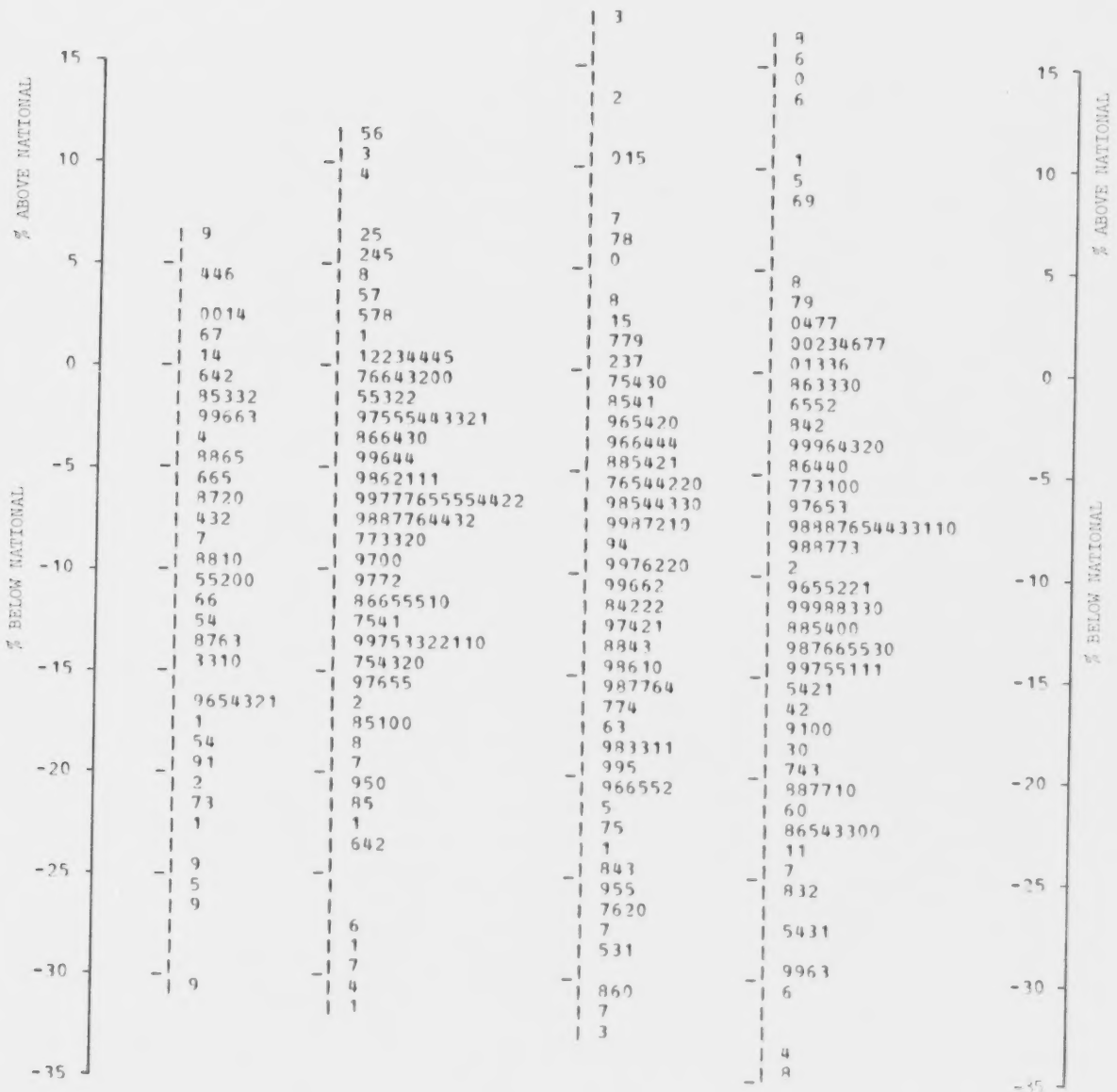
Even after balancing, however, the median differences for Blacks on all results combined and on each goal are below the nation as a whole. Whether the

EXHIBIT 3-4

DIFFERENCE IN PERCENT CORRECT BETWEEN BLACKS AND THE WHOLE NATION FOR EACH RESULT

AGE

9	13	17	ADULT
82 EXERCISES	160 EXERCISES	150 EXERCISES	172 EXERCISES
MEDIAN -8.8%	MEDIAN -7.2%	MEDIAN -9.8%	MEDIAN -9.6%



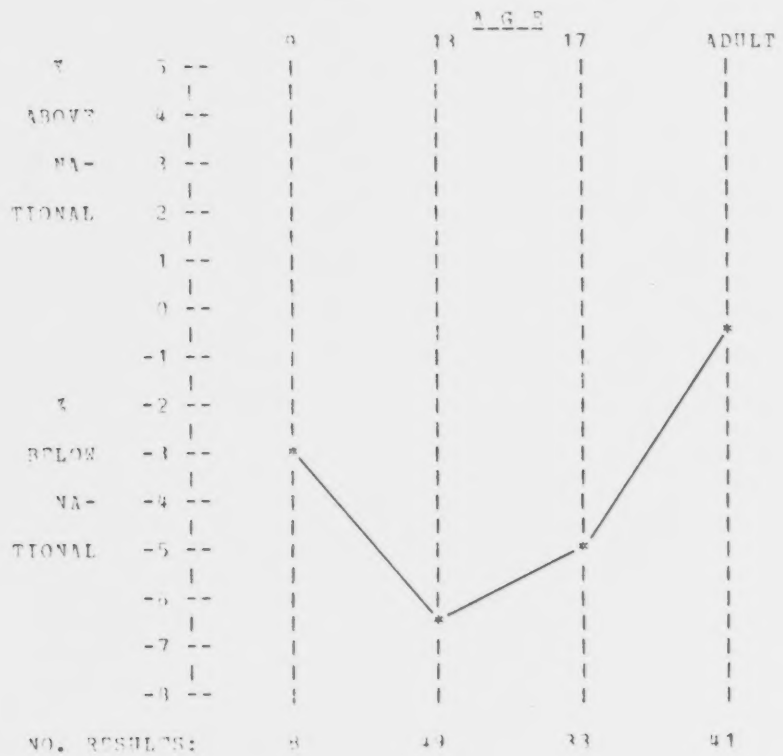
use of additional factors in balancing would reduce the deficits even further, we don't know.

Goal A. Show Concern for the Well-Being of Others

Goal A exercises concern knowledge of how to use community services, willingness to help others with specific needs, fair treatment of others regardless of race, awareness of racial and religous discrimination, and respect for other individuals. While there is a tendency for Blacks to perform below national percentages on this goal at ages 9, 13, and 17, Black adults perform nearly as well as all adults, as Exhibit 3-5 shows.

EXHIBIT 3-5

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL A



Interpretation of many of the responses of Blacks is made difficult by the nature of some of the questions. For example, two questions asked 9- and

13-year-olds whether they would be willing to associate with a friend whose father was in jail, and to give a reason why they would associate with the friend. Is it possible that Black children react differently to this question than do non-Blacks? Certainly their responses, compared to the nation as a whole, are different:

A2-1 Fewer Black 9-year-olds (46% compared to 56% of all 9-year-olds) and fewer Black 13-year-olds (73% compared to 79% nationally) said they would be willing to associate with a friend whose father was in jail.

A2-2 Of those who said yes, fewer Black 9-year-olds than all 9-year-olds (36%, compared to 48% nationally) and fewer Black 13-year-olds than all 13-year-olds (69% compared to 76% nationally) gave a reason why they would associate with the friend.

Chapter 4, which gives results by type of community, reports that inner city 9- and 13-year-olds also are less willing than all 9- and 13-year-olds to say they would associate with a friend whose father was in jail. National Assessment sample counts show that of all 9- and 13-year-old respondents in the inner city, 71% are Black. We are entering the realm of speculation, obviously, but one can certainly ponder whether it is quite a different thing for a Black child, particularly living in the inner city, than for a non-Black child to associate with a friend whose father is in jail.

There is difficulty, also, in interpreting the responses of Blacks to a set of Goal A exercises dealing with race-related issues. Several of these questions were asked in an interview between a respondent and a field administrator. At age 9, about 99% of the Black children were interviewed by non-Blacks. A larger number of Black field administrators were available to conduct the interview-type

exercises with out-of-school 17-year-olds[1] and adults, but the greatest number of Black respondents were interviewed by non-Blacks (70% or more). We don't have data to tell whether this affected the responses, but it is a fact to be considered in examining the results for the race-related questions. Some of these exercises were administered by oral interview, and some by paper-and-pencil response in either group or individual administrations. The percentages for comparable race-related exercises did not differ noticeably among methods of administration, however.[2]

Exhibit 3-6 shows the median differences on race-related and non-race-related exercises. Black 13-year-olds show similar deficits of 8% and 6% on the race-related and the non-race-related results. The Black 17-year-olds and adults, however, show attitudes similar to those of all 17-year-olds and adults on the race-related results, but relatively large deficits on the non-race-related results.

Why the relatively large deficit on race-related questions by Black 13-year-olds? One explanation is that five questions about awareness of racial discrimination, asked at age 13 but not age 17 and adults, show very large deficits, and this has the effect of pulling down the median difference for all the race-related questions asked of Black 13-year-olds.

Questions on awareness of racial discrimination were asked in an interview situation, and Black 13-year-olds showed the following deficits:

A5-1 About half (53%) of the Black 13-year-olds (compared to about three quarters of all 13-year-olds) indicated awareness of racial discrimination in the world.

A5-2 About half (49%) named one location in the world where it occurred (compared to 69% of all 13-year-olds).

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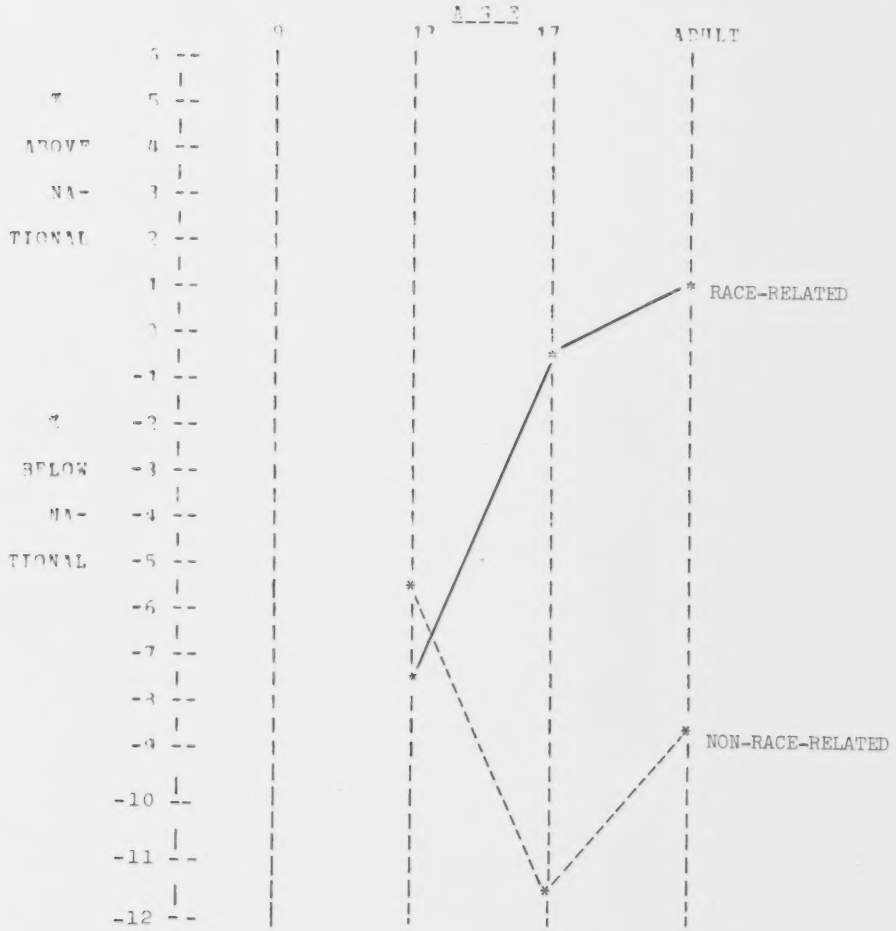
[1] Seventeen-year-olds not enrolled in school during the NAEP administration.

[2] The method of administration of each released exercise is given in Citizenship Report 2.

EXHIBIT 3-6

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION
ON RACE-RELATED AND NON-RACE-RELATED EXERCISES



NO. RESULTS:				
RACE-RELATED:	0	28	22	23
NON-RACE-RELATED:	8	21	11	18

A5-3 Less than a third (30%) of Black 13-year-olds gave an example of racial discrimination in the world (compared to 43% of all 13-year-olds).

A5-4 Less than half (42%) indicated awareness of racial discrimination in the United States (compared to 64% of all 13-year-olds).

A5-5 About one quarter (27%) of Black 13-year-olds gave an example of racial discrimination in the United States (compared to 41% of all 13-year-olds).

Are Black youngsters less willing to tell a non-Black interviewer what they believe about racial discrimination? Or are they really less aware of racial discrimination than other 13-year-olds? The balanced results on these questions show smaller deficits (by at least half) than do the observed results, as we discussed earlier in this chapter (see page 51). At least one of the other characteristics on which the results are balanced thus is associated in some way with the results reported for Blacks. For example, perhaps the disproportionate number of Blacks whose parents have little education hear less discussion about acts of racial discrimination in the world.

Another set of exercises asked 13-, and 17-year-olds, and adults their willingness to accept a person of a different race in different situations. Whereas Black 17-year-olds and adults were often more willing than other 17-year-olds and adults, the Black 13-year-olds were often much less willing to associate with a person of a different race.

There were three sets of this type of exercise, each of which asked about five situations. The released set stated: "People feel differently toward people of other races. How willing would you be to have a person of a different race doing these things? . . . be your dentist or doctor (A4-1), . . . live next door to you (A4-2), . . . represent you in some elected office (A4-3), . . . sit at a table next to you in a crowded restaurant (A4-4), . . . stay in the same hotel or motel as you (A4-5)?" While percentages for Black 17-year-olds and adults were generally higher than for non-Blacks on all subparts of this and the other two unreleased sets of the exercises, they were notably higher on "be your dentist or doctor" and "live next door to you." On the dentist or doctor choice, 93% of the Black 17-year-olds responded favorably (vs. 75% for the nation), and 88% of Black adults responded favorably (vs.74% for the

nation). On the "live next door" choice, 87% of Black 17-year-olds responded favorably (vs. 77% nationally) and 81% of Black adults responded favorably (vs. 67% nationally). In addition, greater percentages of Blacks were willing to associate with a person of a different race in all five situations (A4-8). At age 17, 64% replied atfirmatively to all situations (vs. 57% nationally) and 72% of Black adults did so (vs. 57% nationally). Black 13-year-olds, however, ranged from 3% below to 9% below national percentages on these exercises. The one choice on which all Blacks were least enthusiastic was "represent you in some elected office" (8% below at age 13, 6% below at age 17 and 5% below at adult).

A relatively small percentage of adults reported they belonged to an organization opposing unequal rights -- 11% -- and the reported participation by Black adults was similar.

Caution should be used in interpreting any questions where persons are asked to say what they are willing to do, or what they do do, because of a possible discrepancy between what they say and what they really do under actual circumstances. However, the consistency with which Blacks at different ages indicate willingness to associate with people of a different race in some situations over others, contrary to national percentages, would seem to indicate they do have preferences which are distinct from national trends.

The greater deficits on non-race-related than race-related exercises by Black 17-year-olds and adults, and the relatively large deficit by Black 13-year-olds, may be explained at least in part by their apparent relative lack of awareness of religious discrimination. All three ages indicated less awareness than other respondents -- deficits ranged from 16% to 33% -- of religious discrimination in the world (A6-1), less often named a location where it occurred in the world (A6-2), or gave an example in the world (A6-3), or in the United States (A6-5).

Another set of exercises asked 13-, and 17-year-olds, and adults to state where to get help for various problems. Almost 100% of all respondents named at least one place to seek help, but fewer named all of a set of three or four, and Blacks generally showed deficits in naming all of a set--e.g., 57% of all 13-year-olds named where to get three services, but 21% fewer Black 13-year-olds did so (A8-10).

Goal B. Support Rights and Freedoms of All Individuals

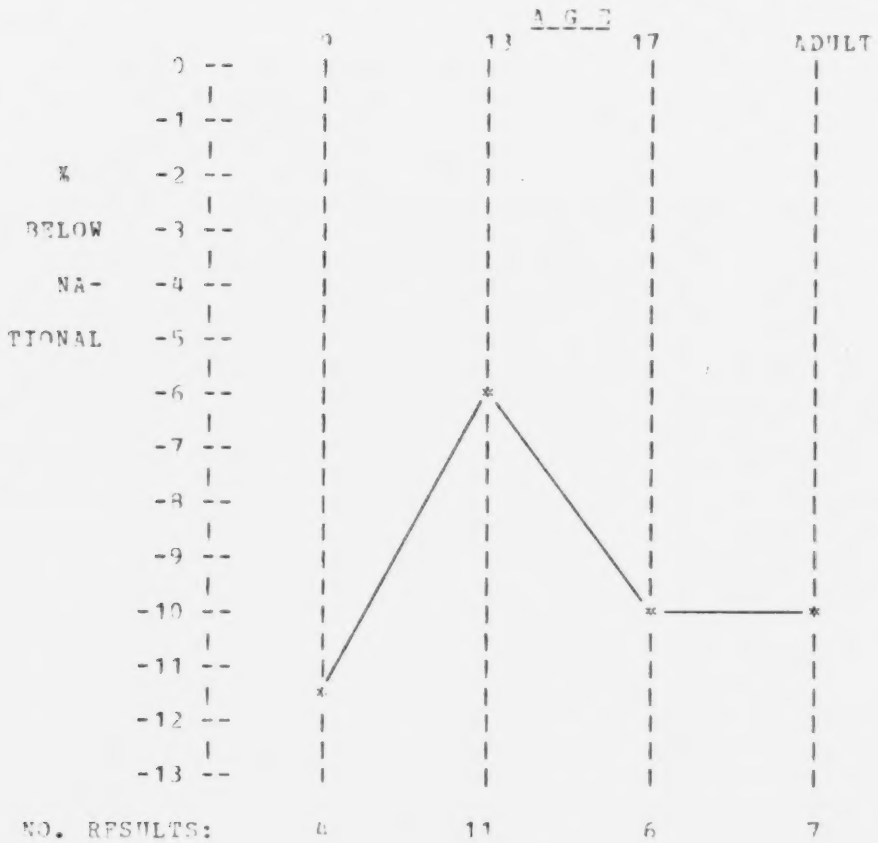
Goal B exercises measure whether citizens know their constitutional rights, can recognize the proper exercise or denial of these rights, and are willing to defend the rights of others even when they are not themselves directly threatened.

Exhibit 3-7 shows that Blacks achieve from 6% to 11% below national levels on all four ages on this goal. One question administered to all four ages measured whether respondents recognized instances of the proper exercise or denial of constitutional rights and liberties: Do the police have the right to come inside your home at any time they want to? (B1-1); 21% of all 9-year-olds knew that they did not and gave a reason; the respective national percentages at ages 13, 17, and adult were 68%, 90%, and 83%. Black 9- and 17-year-olds were as well informed as others of their age, while 11% fewer 13-year-olds and 9% fewer adults than others of their ages knew the police couldn't come into their homes any time they want to, and gave a reason. This apparently odd pattern across ages is perhaps not worth emphasis, since the adult difference is of questionable statistical reliability.

The "freedom of speech" exercise (B4-4) discussed in chapter 2, which was administered to ages 13, 17, and adult, finds Black 17-year-olds and adults less likely than the nation as a whole to allow three controversial statements to be made on radio and television. The statements are shown in the table below. At age 17, 22% nationally would allow all three statements to be made, but 11% of the Blacks would do so; 33% of all adults, but 21% of the

EXHIBIT 3-7

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL B



Black adults would allow all three statements to be made. Similar proportions of all respondents and of Black respondents gave "freedom of speech" as a reason for allowing the three statements to be made (B4-5).

Since one of the statements had to do with race, we might expect that fewer Blacks would be willing to allow this statement to be made on radio and television than either of the other two statements. The percentage of respondents who would allow each of the separate statements was not included in calculating the medians reported for Goal B, but the data are available in Appendix D and are summarized below.

		Age	National %	Blacks %
B4-1	"Russia is better than the United States."	17	49%	39%
		adults	56%	40%
B4-2	"Some races of people are better than others."	17	32%	23%
		adults	37%	33%
B4-3	"It is not necessary to believe in God."	17	49%	37%
		adults	56%	38%

In fact, the "races" topic is most sensitive for all respondents -- fewer 17-year-olds and adults in the nation would allow this statement to be made than the other two statements. The Black deficit on the "race" topic is not as great as on the other two statements, however, suggesting that the racial content of the statement doesn't account for the Black deficit on allowing all three statements.

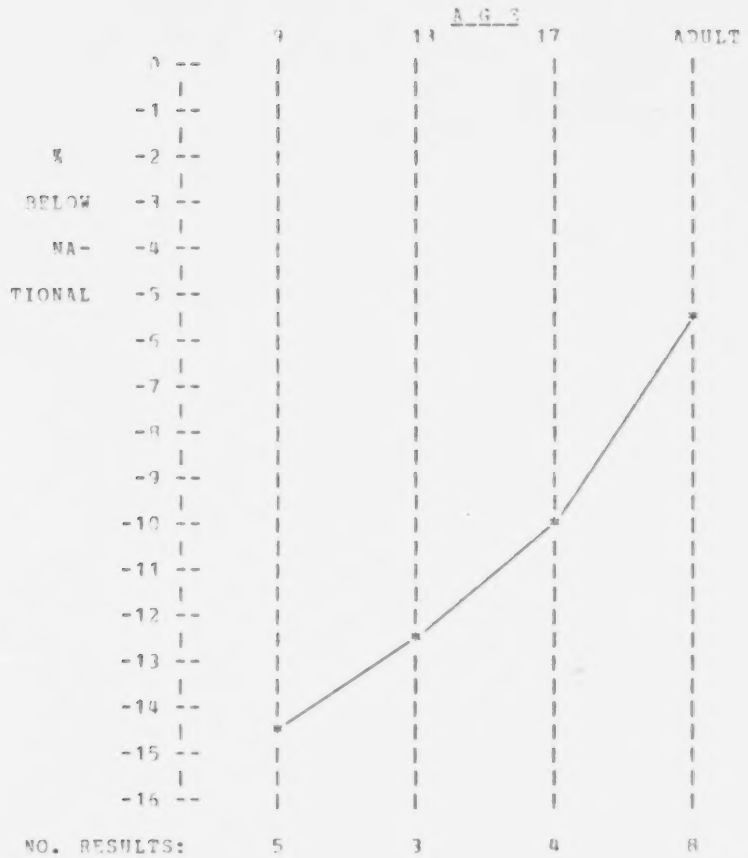
Goal C. Recognize the Value of a Just Law

Goal C exercises deal with the ability of persons to understand the value of law and of lawful settlement of disputes, and the ability to recognize and attempt to change unjust laws. On this goal Blacks achieve 14%, 13%, 10%, and 5% below national levels at the four ages, as Exhibit 3-8 shows. The recognition of the need for rules on the playground was as great by Black 9-year-olds as by other 9-year-olds (nearly 100%; C1-1), but recognizing that grownups need rules, and giving reasons for rules was more difficult. While 88% of all 9-year-olds thought grownups need rules (C1-3), 72% of the Black 9-year-olds thought so. Asked why we need rules on the playground, 88% of all 9-year-olds, and 74% of Black 9-year-olds gave a reason (C1-2). Asked why adults need rules, 63% of all 9-year-olds, and 47% of Black 9-year-olds gave a reason (C1-4).

The three older age levels indicated a high degree of ability to give one reason why laws are needed (more than 90% at each age; C2-1). At all three

EXHIBIT 4-8

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL C



ages, fewer cited three reasons, and even fewer Black 13- and 17-year-olds did so (31% of Black 13-year-olds gave three reasons, compared to 43% of all 13-year-olds, and 44% of Black 17-year-olds did so, compared to 59% of all 17-year-olds; C2-3). Fewer Blacks at all three ages gave a specific example of how a law can help settle a practical problem:

C3-1 Asked how an argument over money could be settled, 27% of Black 13-year-olds (compared to 50% of all 13-year-olds), 51% of Black 17-year-olds (compared to 69% of all 17-year-olds), and 71% of Black adults (compared to 87% of all adults) stated that there is a legal system for settling the dispute.

Goal D. Know the Main Structure and Function of Government

Achievements assessed under this goal include knowing basic principles of representative democratic government, and knowing the main structure of government at the national, state, and local levels.

As Exhibit 3-9 shows, Blacks perform generally below the national level on this goal, and the deficit becomes greater at the older ages. Exercises in this goal were grouped into three clusters:[3]

1. Knowledge of state and local government. Questions asked such things as how governors are chosen, and whether their city or town had a mayor and a city manager.

2. Knowledge of federal government structure and current operations including such exercises as, "Does the President have the right to do anything he wants?" and naming people in federal positions, such as the President and Vice-President.

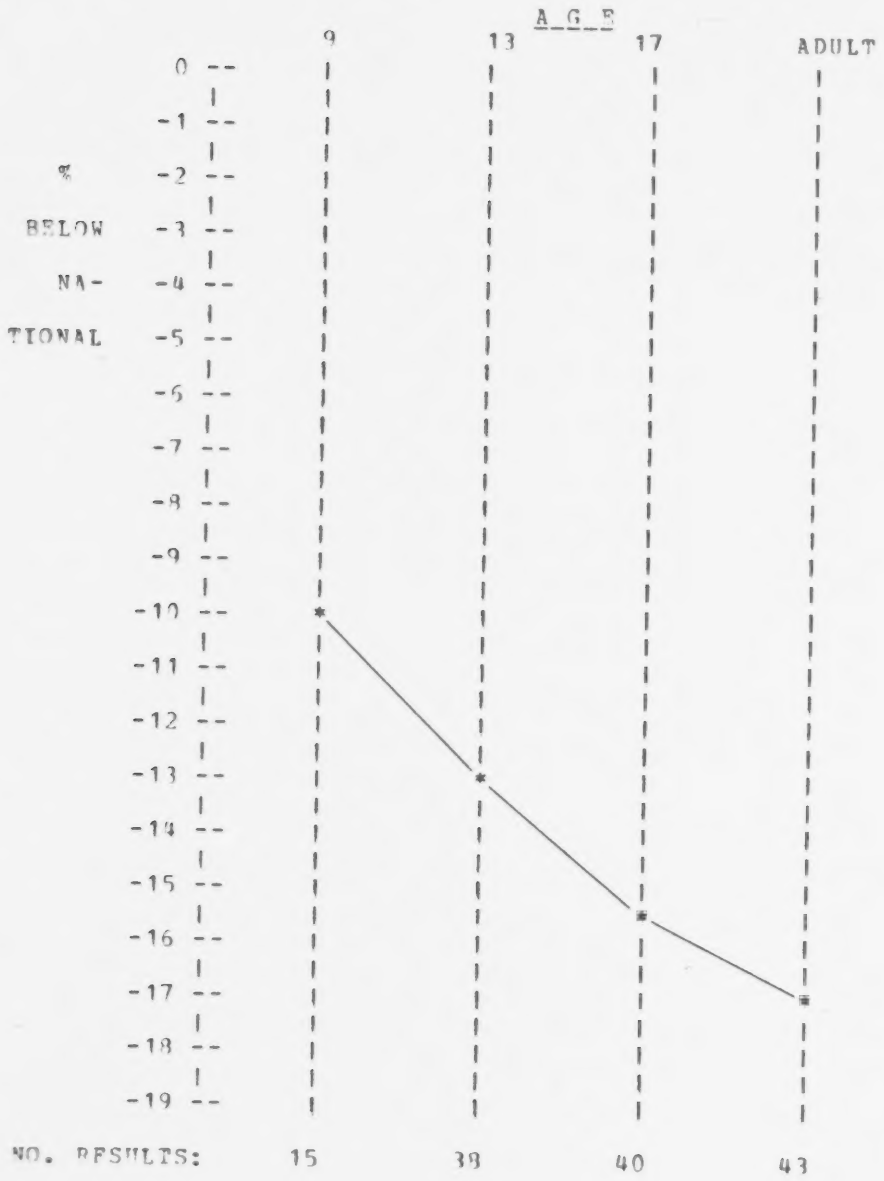
3. Understanding basic principles of government, such as why elected representatives often try to vote as their constituents want.

Exhibit 3-10 shows the median deficits on all Goal D results and each of these clusters. There is no apparent consistency in the behavior of any of the clusters or any age level. Black 9-year-olds show a greater deficit in knowledge of state and local government (20%) than on all Goal D results (10%), while Black 17-year-olds do somewhat better. Performance on the knowledge of federal government differs little from that on all Goal D results, except possibly at age 13. Similarly, large deficits for Blacks are shown on questions related to understanding of basic principles of government, except at age 9, where Black achievement equals that of the nation. This median is based on three exercises, and on two of them only about 1% of respondents in all

[3]Exercises in each cluster are identified in Appendix G.

EXHIBIT 3-9

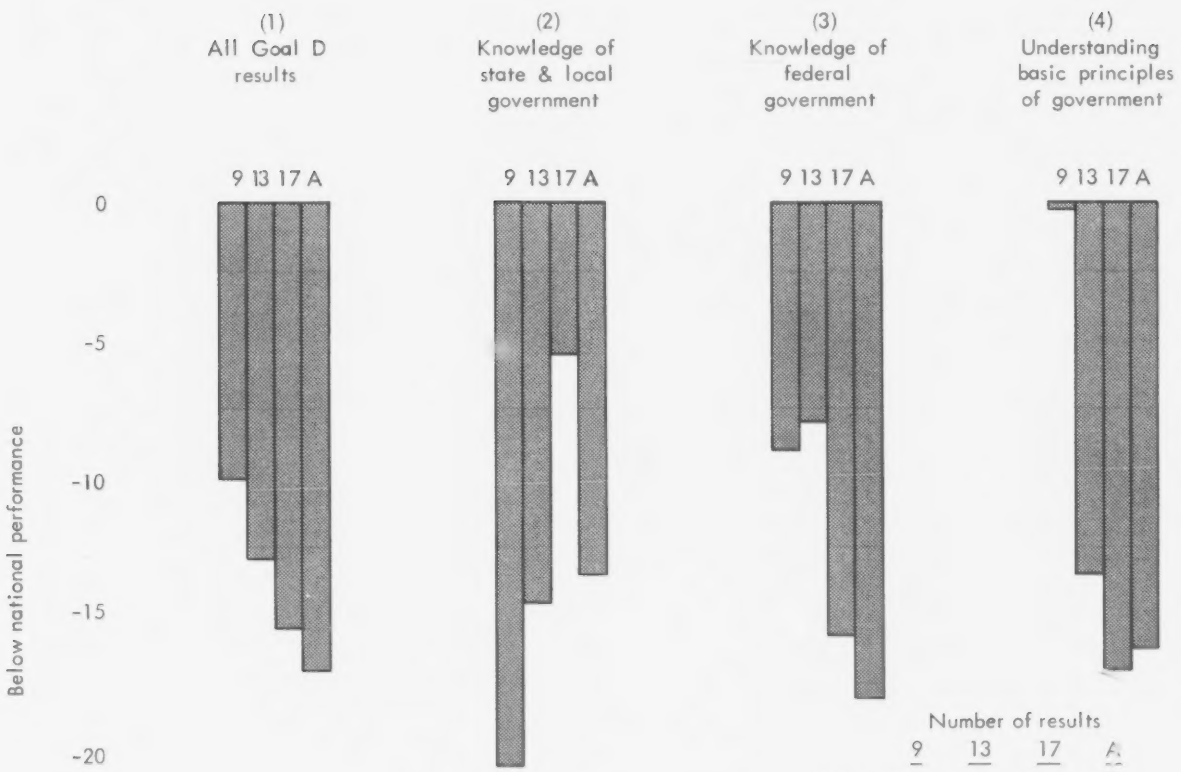
MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL D



groups gave the correct response (D55-1, -2). The third one asked respondents to state one or more purposes of the government; 39% of Black 9-year-olds did so, compared to 48% of all 9-year-olds (D1-1).

Exhibit 3-10

Median differences between Black and national performance on Goal D and three clusters of Goal D exercises



Number of results

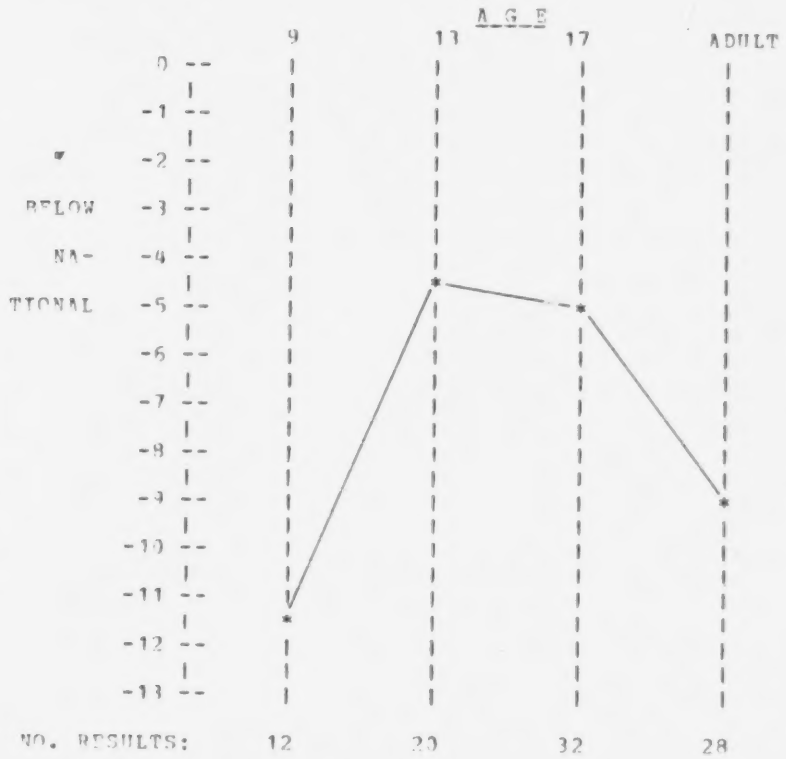
	9	13	17	A
(1)	82	160	150	172
(2)	4	7	6	3
(3)	8	22	21	23
(4)	3	8	10	9

Goal E: Participate in Effective Civic Action

The Goal E exercises are concerned with (1) understanding the need for involvement of citizens in governmental decisions, (2) attempting to influence civic decisions by voicing opinions, particularly on controversial issues, (3) participation in organizations working for community improvement, and (4) cooperating effectively in small, democratic groups. Blacks tend to perform generally below national levels, with disadvantages of 12%, 5%, 5%, and 9% for the four age groups (Exhibit 3-11).

EXHIBIT 3-11

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL E



Black 9- and 13-year-olds performed at or above national levels on a number of Goal E exercises which involved the ability to cooperate effectively in small groups, however. Small groups of students were presented a task which required interaction and cooperation, and trained observers recorded each action which demonstrated one of the skills of effective group participation.

The "What's in the box" exercise, administered at age 9, required the children to follow specified rules to guess what toy was in a box (E13). Two four-member teams alternated in asking questions of an adult about the object. Only questions which could be answered yes or no were allowed, and all team members had to agree on each question asked. Cooperation was therefore essential.[4]

As many Black 9-year-olds as other 9-year-olds encouraged the team (approximately 12%) and stuck to the task (95%). However, Blacks were less likely to give reasons, seek information, or help organize the team. The rules of the game were carefully explained before the game began, and whereas 68% of all 9-year-olds consistently followed these rules, 43% of Black 9-year-olds did so. We don't know whether the Black children didn't understand the rules as well, or forgot them in the fun of the game, or whether some other reason might explain this finding.

The group task for 13- and 17-year-olds was to select from a list of issues the five problems between teenagers and adults they considered most important, then to write a group recommendation on at least two problems and preferably on all five (E14). Recommendations had to represent consensus of the group of from five to eight members. Two observers recorded individual acts of group members as they discussed the issues.[5]

In general, Black 13- and 17-year-olds performed near national levels or somewhat below. But on one measure, the 17-year-old Blacks exceeded the national performance; 93% of Blacks at that age were in groups which selected five issues and wrote recommendations on at least two, compared with 86% nationally. The Black 13-year-olds tended to exceed the national level on

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[4] Citizenship Report 2 describes this exercise in detail.

[5] Ibid.

two parts of this exercise -- 99% were in groups which selected five issues, compared to 94% nationally, and 69% of Black 13-year-olds were in groups which wrote recommendations on all five issues, compared to 57% nationally. However, neither of these advantages for age 13 meets conventional standards of statistical reliability and should be viewed with caution.

Data on the racial composition of the groups (how many members of the groups were Black) were not available as this report was prepared, but may later suggest hypotheses to explain these findings. Does the presence of one or two Blacks in a group spark more focussed discussion leading to completion of the task? Or do a minority of Blacks in a group tend to remain silent, thereby reducing the amount of discussion and shortening the task? If a group is composed primarily of Blacks, does this somehow lead to a higher completion rate?

Four Goal E questions asked 17-year-olds and adults about influencing government. The responses suggest that fewer Blacks know (or say) how to influence the actions of their governments, and fewer think they can influence the state government decisions:

E1-1 Asked to state one or more ways citizens can influence the actions of their government, less than half the Black 17-year-olds (compared to three quarters of all 17-year-olds) named one or more ways; 67% of Black adults (compared to 86% of all adults) did so.

E1-3 Forty-four percent of all 17-year-olds, but 18% of Black 17-year-olds gave three or more ways to influence their government; almost identical results were found for adults.

E2-2 Half of all 17-year-olds said they thought they could influence the decisions of state government and gave one way of doing so, but 22% fewer Black 17-year-olds did so.

Nearly 60% of all adults gave a way to influence state government, but 14% fewer Black adults did so.

Fewer Black adults reported talking or writing to a government official (11%, compared to 26% of all adults; E4-1); campaigning for a candidate (15%, compared to 26% of all adults; E8-1); and taking part in civic activities (25%, compared to 36% of all adults; E10-1).

These results, although relatively limited in number, suggest a general feeling of powerlessness among most Blacks, and failure to take action which might effect change. These data were gathered in 1969-70, and future Citizenship assessments may tell us whether the proportion of Blacks who feel and behave in this way is changing.

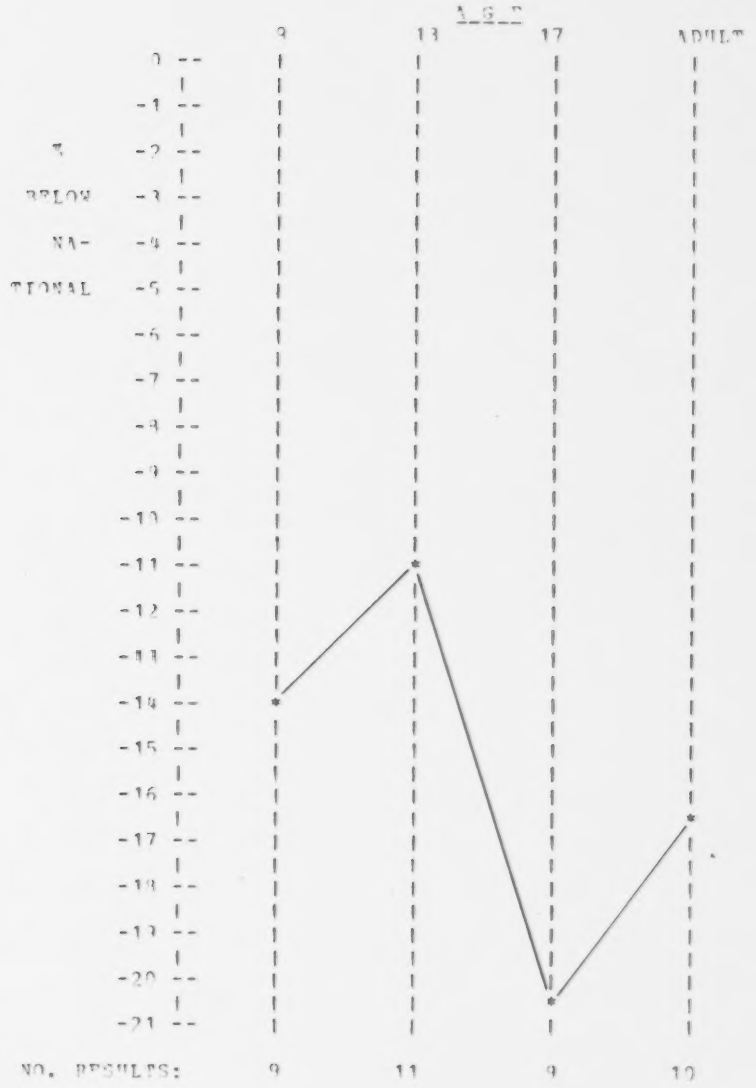
Goal F. Understand Problems of International Relations

The exercises used to measure Goal F are all concerned with international conflict and ways to avoid it. Black median deficits ranged from 11% to 20%, as Exhibit 3-12 shows. There are no consistent trends across the ages.

The smallest deficits for Blacks at ages 13, 17, and adult were on questions about war. One (F2-1) asked them to name at least one country in which fighting occurred in the past 12 months; 97% of all 13-year-olds named at least one country, and 7% fewer Black 13-year-olds did so; 94% of all 17-year-olds did so, but 11% fewer Black 17-year-olds did so; 98% of all adults named at least one country, and about the same proportion of Black adults did so. The largest deficits for Blacks at these three ages occurred when they were asked to give at least one explanation of what the fighting was about (F2-6). While half of all 13-year-olds gave at least one explanation, one quarter of the Black 13-year-olds did so; two thirds of all 17-year-olds gave at least one explanation, but one third of the Black 17-year-olds did so. And while three quarters of all adults gave an explanation, about half (49%) of the Black adults did so.

EXHIBIT 3-12

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL F

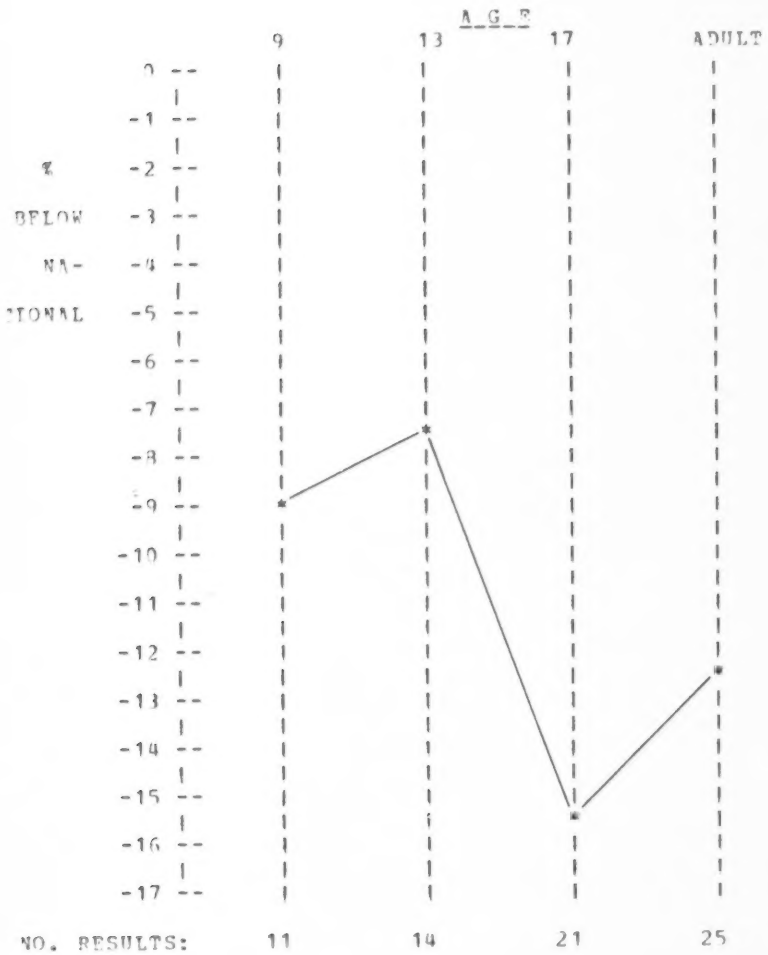


Goal G. Approach Civic Decisions Rationally

Achievements assessed under this goal include recognizing important social problems, being aware of means for dealing with these problems, and considering alternative viewpoints openly and critically. Blacks performed substantially below the national levels, as Exhibit 3-13 shows; median deficits from age 9 to adult are about 9%, 8%, 15%, and 12%, respectively.

EXHIBIT 3-13

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL G



As chapter 2 discussed, two of the exercises assessing whether 17-year-olds and adults recognize important civic problems asked respondents to choose from among four alternatives the one which "is the greatest problem of our large cities." In one, the correct choice was "slums are growing" (G2-1); in the other, it was "inadequate transportation" (G3-1).[6] Fewer Black 17-year-olds correctly chose "slums are growing" (13% fewer than the nation), but about

[6]The wrong choices were: "There is a lack of government support for industry," "Minority groups have gained great political power," and "Not enough workers can be attracted from farm areas."

the same percentage of Black adults as all adults did so. Both ages showed large deficits on the "transportation" question: 15% fewer Black 17-year-olds and 25% fewer Black adults than the nation as a whole chose the correct response.

Citizenship Report 2 reported that the second most frequently chosen alternative on exercise G3-1 was "Minority groups have gained great political power" (28% of all 17-year-olds and 20% of all adults chose this alternative). The data were not available as this report was prepared to show whether Blacks are any more likely to choose this incorrect response than some other alternative.

As we noted in chapter 2, 12% of all 17-year-olds and 16% of all adults chose the "I don't know" response to the "transportation" questions. Somewhat fewer Black 17-year-olds (3% fewer) and somewhat more Black adults (4% more) said "I don't know" on this question, not a substantial difference from the national response.

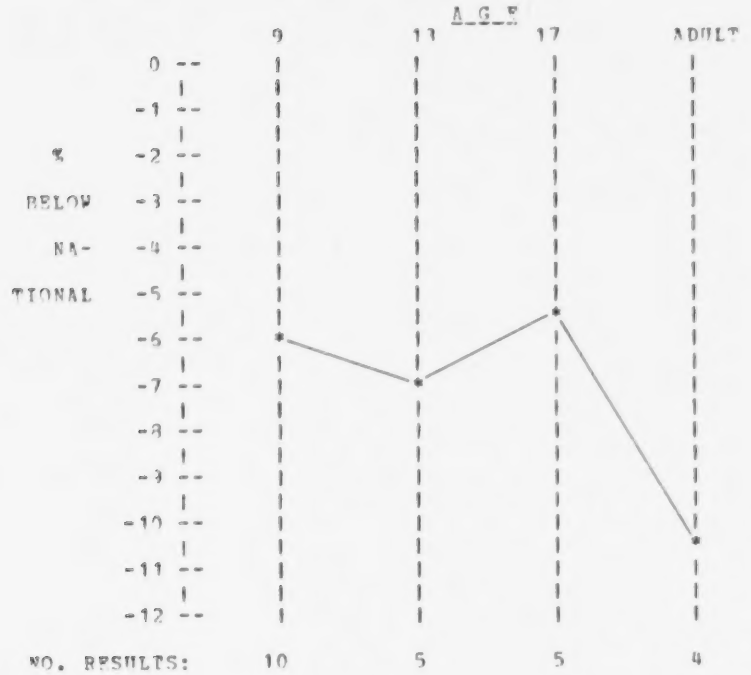
Another objective included in this goal dealt with respondents' ability to evaluate communications critically. Nine- and 13-year-olds were asked if they think a newspaper can be wrong (G9-1); about 25% of the Black 9-year-olds and 55% of Black 13-year-olds said "no" (compared to 45% of all 9-year-olds and 75% of all 13-year-olds).

Goal H. Take Responsibility for Own Development

Behavior assessed under this goal includes voluntary self-improvement outside of school or job and career planning. As may be seen from the median differences in Exhibit 3-14, Blacks perform generally below national percentages, and the adults have the greatest disadvantage. However, Blacks do better than the nation on some exercises. Only a few exercises were developed to measure this goal. As many 9-year-old Blacks said they went to the library within the past week (H1-6) as did 9-year-olds nationally (about 25%). On the other hand, 9-year-old Blacks were relatively unable to give the name of

EXHIBIT 3-14

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL H



one or more magazines. Forty-six percent named at least one magazine (compared to 77% nationally; H2-1) and 16% named at least three magazines (compared to 43% nationally; H2-3).

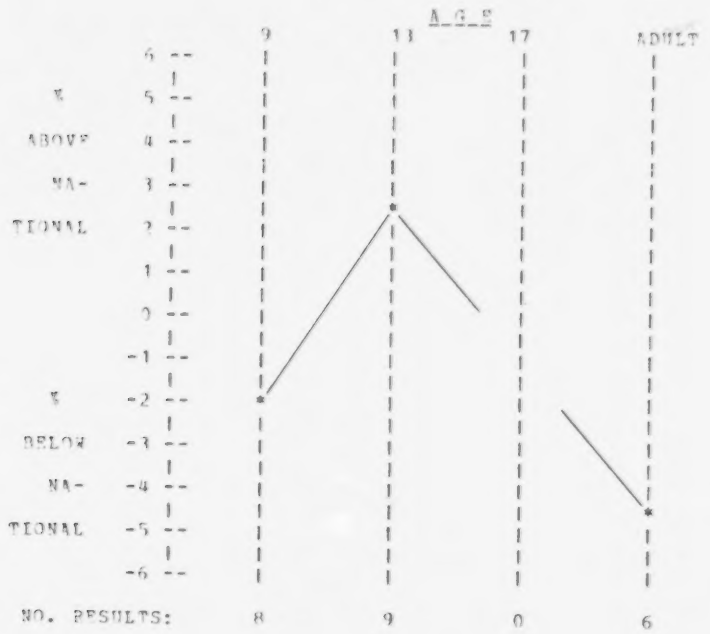
At age 13, Blacks exceeded national percentages in reporting they had talked about their plans for education or jobs with a teacher or school counselor (H4-1); 36% of Blacks said they had done so, compared with 24% nationally. On a closely related question (H4-2) Black 13-year-olds equalled national percentages (82%) in saying they had talked about plans for education or job with their parents or guardian. In contrast, Black 17-year-olds less often said they had talked about future plans with a teacher or counselor (48% compared to 59% nationally). Are advisors less accessible to Black 17-year-olds than to Black 13-year-olds, or are Black 17-year-olds less willing to discuss future plans with advisors available to them, for some reason?

Goal I. Help and Respect Their Own Families (9 and 13); Nurture the Development of Their Children as Future Citizens (Adults)

The relatively few exercises in this goal asked respondents to tell about behaviors they had performed, such as helping with work at home, or playing with or helping a younger brother or sister. The median differences, graphed in Exhibit 3-15, show a deficit of 2% for 9-year-olds and of 4% for adults, and an advantage of more than 2% for 13-year-olds. No Goal I exercises were administered to 17-year-olds.

EXHIBIT 3-15

MEDIAN DIFFERENCES BETWEEN BLACKS AND NATION, GOAL I



Black 9- and 13-year-olds perform close to or above all 9- and 13-year-olds on most of the Goal I exercises. For example, 97% of Black 9-year-olds report helping with work around home (11-1), and 97% of Black 13-year-olds report that they have home duties which they perform regularly (12-1). Black adults more often state that they know the favorite subject of their oldest child in school (82% compared to 73% of all adults; (15-1), but fewer Black adults describe the books their children use in school (42% compared to 55% of all adults; 16-1).

All the Goal I exercises ask respondents to report things they have done, or things they know, and often require people to try to recall previous actions. One check on the accuracy of these responses was to ask the respondent to verify his answer with details and explanation. This doesn't guarantee accuracy of reporting, of course, but there is research evidence from other studies indicating that factually verifiable self-reports are fairly accurate.

CHAPTER 4

TYPE OF COMMUNITY

Earlier National Assessment reports[1] gave results for four sizes of community (SOC): Big City, Urban Fringe, Medium-size City, and Small Places. Respondents in Big Cities and Smaller Places typically performed somewhat below the nation as a whole on Citizenship exercises at all four ages, and those in Urban Fringes and Medium Cities somewhat above the nation as a whole (with the exception of Medium City adults who were typically slightly below national percentages).

While educational differences related to size of community are of some interest, there are other differences between communities which can be considered. In the SOC definition, the Big City group included respondents from families in extremely poor inner city ghetto areas, as well as from affluent professional families. Similarly, Smaller Places rangea from "really rural" to small cities, and could include farm workers, business people, and factory workers. These four SOC groups have now been redefined into seven groups, three of which attempt to focus more sharply on the core inner city; the rural or small-town areas; and the affluent suburban areas. Approximately 10% of the National Assessment sample fell into each of these three new "extreme" categories. The remaining 70% of the sample form four more "residual" groups, whose make-up differs somewhat from the original SOC categories because of the removal of the extreme 10%. Appendix A gives more precise details of how these seven types of community were defined.

Most respondents in the new Extreme Rural group were previously classified in the Small Places SOC group. They live in communities with a population less than 3,500 where a high proportion of parents are farm workers.

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[1] Science Report 4, Writing Report 5, and Citizenship Report 6.

The new Extreme Inner City category represents respondents in or near a city with a population greater than 150,000 and where a large proportion of the residents are on welfare or are not regularly employed and are not in the professional or managerial group. Respondents in this category are drawn predominantly from the old Big City and Urban Fringe groups.

The third new category is the Extreme Affluent Suburb, representing respondents from the same size cities as those in the Extreme Inner City, but in neighborhoods where professional or managerial occupations prevail.

It is tempting to call these categories socio-economic status (SES) groups. However, occupation and place of residence are only two possible indicators of SES. Furthermore, the classification into new type of community (TOC) groups was based on information about communities in which the respondents lived or attended school, not about the individual respondents and their families. Thus all students in the sample from a school in an inner city would be categorized Extreme Inner City, even though some of them might not fit the intended occupational classification. The new extreme groups thus still are rather crude indicators. The focus is clearer than that provided by the previous SOC categories, however, and this may be seen by comparing the median differences from the nation as a whole obtained by the four SOC groups with those for the seven types of community. These results are given in Exhibit 4-1. The Extreme Inner City performs from 5% (age 17) to 8% (age 9) below the nation as a whole, whereas the old Big City group performed no more than 2% below the nation. The Extreme Affluent Suburb ranges from 4% (9- and 13-year-olds) to 9% (adults) above the nation, in contrast to the old Urban Fringe performance of from 1% to 3% above the nation. In the Extreme Rural groups, results for all ages are about 4% below the nation, compared to 1% or 2% deficit or less in the old Smaller Places category. In contrast to the three new "extreme" groups, the four "residual" types of community perform very close to the nation as a whole. Medium City performance is much the same in the old and the new classifications, which is to

Exhibit 4-1

Comparison of SOC and TOC median differences
on all Citizenship results combined

SOC	TOC	Age 9	13	17	Adult
Big City		-1.4	-.8	-2.0	-1.0
	Extreme Inner City	-7.8	-6.0	-4.8	-5.9
	Rest of Big City	-0.6	0.1	0.4	-2.1
Urban Fringe		1.2	1.2	2.8	2.5
	Extreme Affluent Suburb	4.3	4.4	5.3	8.6
	Suburban Fringe	0.7	0.8	2.4	0.4
Medium City		1.4	.5	1.2	-.2
	Medium City	1.8	1.1	1.1	-1.0
Smaller Places		-1.3	-1.1	-2.4	-2.4
	Extreme Rural	-4.4	-4.3	-4.8	-3.9
	Small Cities	0.3	-0.2	-1.9	-2.3

be expected since they are defined very similarly. The results reported in Science Report 7 also found greater deficits or advantages in the three extreme TOC groups than in the old SOC groups and than in the four residual TOC groups.

Overview of Findings

The data from Exhibit 4-1 are rearranged in Exhibit 4-2 to make clearer the order of performance by the seven types of community. The Extreme Affluent Suburbs show substantial median advantages at all ages, the Extreme Rural and Extreme Inner City show substantial deficits. The four residual groups cluster in between these upper and lower extremes.

As each goal is discussed in the remainder of the chapter, it will become apparent that, as with parents' education and color, groups which typically

Exhibit 4-2

Types of community ordered by median differences on all Citizenship results

	Age			
	9	13	17	Adult
Extreme Affluent Suburbs	4.3	4.4	5.3	8.6
Suburban Fringe	0.7	0.8	2.4	0.4
Medium City	1.8	1.1	1.1	-1.0
Rest of Big City	-0.6	0.1	0.4	-2.1
Small City	0.3	-0.2	-1.9	-2.3
Extreme Rural	-4.4	-4.3	-4.8	-3.9
Extreme Inner City	-7.8	-6.0	-4.8	-5.9

show deficits on all results combined do better on exercises calling upon common knowledge and experience and on exercises which focus on personal development and family concern. Results on individual exercises also show that while the Extreme Affluent Suburbs usually do much better than the other two extreme groups, sometimes the Extreme Rural or Extreme Inner City groups depart from that pattern. Illustrations of such departures are given below:

Adults in the three extreme groups reported belonging to an organization opposing unequal opportunities (A7-1) more often than in the residual groups. Extreme Affluent Suburb adults do so about 22% more often and Extreme Inner City adults about 14% more often, while Extreme Rural adults differed less (4%) from the residual groups.

As many adults in the inner cities as in the affluent suburbs said they have spoken out in a public meeting to defend someone or some idea (E6-1).

More than half the 17-year-olds in the inner city and affluent suburb groups said they had campaigned for a candidate one or more times in the past year (E8-1), results several percent higher than in any other TOC groups. The high

inner city performance did not hold up for adults, however (14% compared to 25% of all adults).

More 13-year-olds in the inner cities than anywhere else said they had talked about plans for education or jobs with a teacher or counselor (H4-1).

More adults in the Extreme Rural group than in the Extreme Inner City group stated that a legal system exists to settle disputes over money (C3-1).

Seventeen-year-olds and adults in the inner city, and adults in the rural and inner city areas perform near or above the nation on exercises dealing with knowledge of local government, although they have large deficits on most exercises assessing knowlege of our federal government (Goal D).

Among 9-year-olds who have a library in their community (other than in the school), more in the rural areas than in the affluent suburbs or the inner cities said they had visited the library in the past week (H1-6).

The above results are examples of unusual patterns among types of community. Most exercises follow the usual pattern showing an advantage of the Extreme Affluent Suburbs over the other groups, as may be seen by examining the data in Appendix D.

Effects of Balancing

As we have discussed in previous chapters, the results observed and reported for each group (color, educational level, TOC, etc.) cannot be attributed only to the fact of the respondents' living in or being part of one of these groups. Many factors contribute to their performance, such as the fact that the educational level of parents in the Extreme Inner City is generally lower than that of parents in other types of community. Balancing takes these known factors into account to some extent. Exhibit 4-3 shows the median differences for each TOC and age group before and after balancing for parental education, color, region, and sex. The effect of balancing, across all TOC groups, is

Exhibit 4-3

Observed and balanced median performance on all results, for each TOC and age group

	Age							
	9		13		17		Adult	
	Observed	Balanced	Observed	Balanced	Observed	Balanced	Observed	Balanced
Extreme Affluent Suburb	4.3	1.7	4.4	1.8	5.3	2.1	8.6	5.3
Suburban Fringe	0.7	0.0	0.8	-0.3	2.4	0.9	0.4	-1.1
Medium City	1.8	1.1	1.1	0.2	1.1	0.8	-1.0	-0.2
Rest of Big City	-0.6	0.7	0.1	0.6	0.4	-0.2	-2.1	-1.2
Small City	0.3	-0.1	0.2	0.0	-1.9	-0.8	-2.3	-0.6
Extreme Rural	-4.4	-2.8	-4.3	-2.0	-4.8	-3.0	-3.9	-2.9
Extreme Inner City	-7.8	-1.4	-6.0	-1.3	-4.8	-2.0	-5.9	-1.0
Number of results	73*		160		150		172	

*The "What's in the box" exercise (E13), which had nine parts, was not given to a large enough sample to provide results by type of community.

to reduce the differences by about one half for each age, a much greater reduction than reported in the Parental Education and Color chapters. The largest reduction is in the Extreme Inner City (across the four ages, differences are reduced by about three quarters). To quote from Science Report 7, the first to present balanced results:

> The especially large reductions for (extreme) inner city respondents suggest that the problems facing the inner city schools come from the combination of several different sorts of factors, some associated with color, some with parental education, and some with region (p. 61).

Observed results are reported for each goal in the remainder of the chapters, but the effects of balancing indicates that many other factors contribute to the observed results obtained for any type of community.

Performance on Citizenship Goals and Exercises

Although the median deficit on all results combined for the Extreme Rural and Extreme Inner City groups range from 4% to 8%, on some exercises these groups do as well as or better than the nation, as Exhibits 4-4 and 4-5 show. On

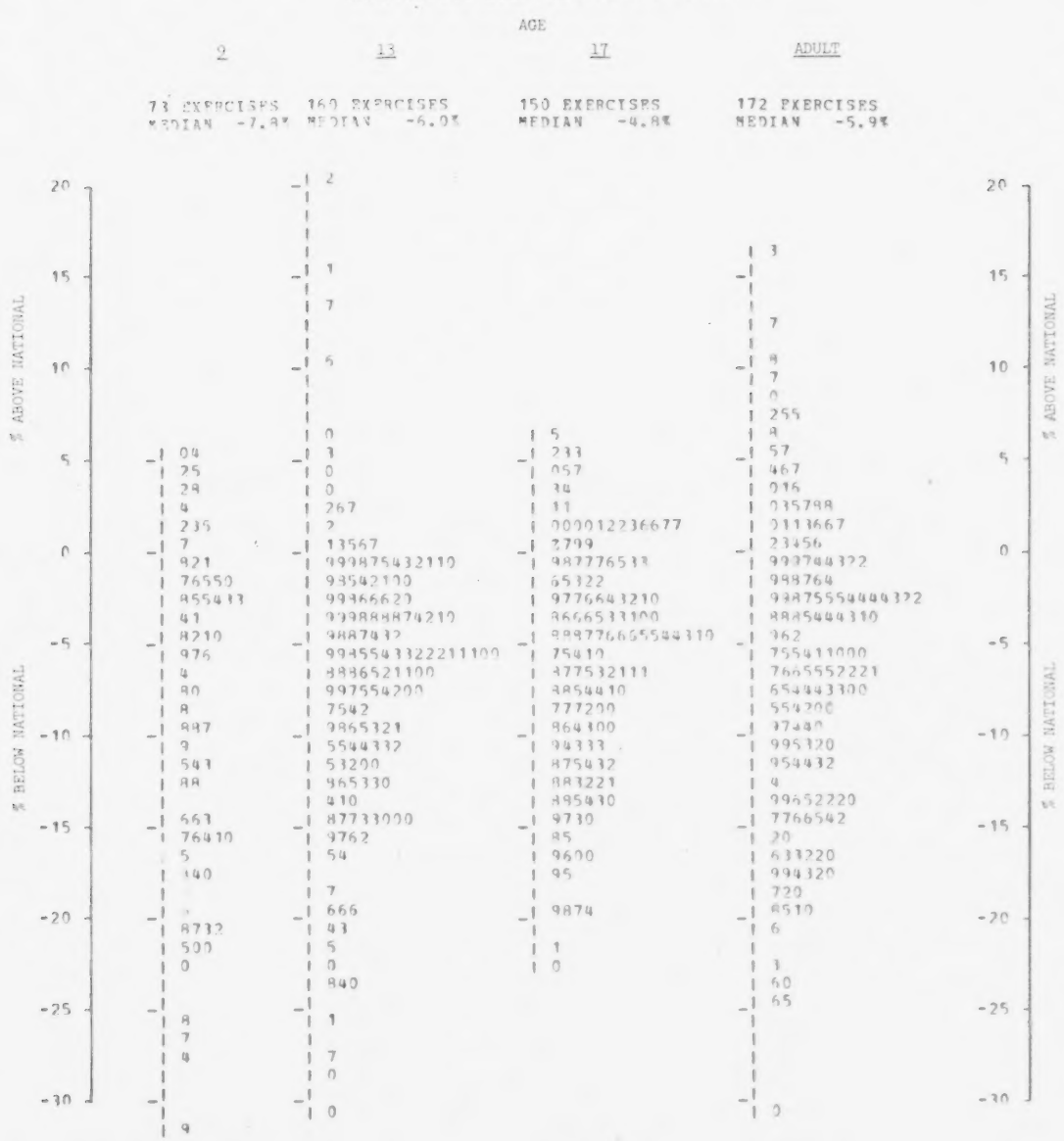
EXHIBIT 4-4

DIFFERENCE IN PERCENT CORRECT BETWEEN THE EXTREME RURAL GROUP AND THE WHOLE NATION FOR EACH RESULT*

*The following results were omitted because of space limitations. Age 9: 22.9; Age 13: 22.5.

EXHIBIT 4-5

DIFFERENCE IN PERCENT CORRECT BETWEEN THE EXTREME INNER CITY GROUP AND THE WHOLE NATION FOR EACH RESULT



the other hand, these exhibits also show that respondents in Extreme Rural and Extreme Inner City groups were far less successful than the nation as a whole on a number of exercises--by 20% or more in a few cases. Similar distributions of differences for each result for the Extreme Affluent Suburbs are shown in Exhibit 4-6. The median advantage at each age ranges from 4% to 9%, but on some questions their performance is similar to that for the nation, and on some, they do not do as well as the nation.

The distributions of differences for the other types of community show much less variability among results. This can be seen by comparing the rather "bunched up" distributions for Medium Cities in Exhibit 4-7 with the more spread out distributions for Extreme Affluent Suburbs in Exhibit 4-6.

Goal A. Show Concern for the Welfare and Dignity of Others

Exercises in this goal include religion- and race-related questions, questions about how to seek help in a variety of situations, and about helping behavior. Exhibit 4-8 shows the median differences from national performance for the seven types of community, which are in order from the group with the largest advantage (Extreme Affluent Suburbs) to groups with the largest deficits (Extreme Rural, Extreme Inner City, and Small City).

Performance on race-related and other Goal A exercises. About half the exercises in Goal A were related to race, except at age 9, where none of these were administered. Exhibit 4-9 shows the median differences for all types of community on the race-related exercises. The picture is similar to that on all Goal A results. A comparison of the median differences on race-related and other Goal A exercises, shown in Exhibit 4-10, shows similar performance on the two clusters by most groups. However, 17-year-olds in the Extreme Affluent Suburbs have a larger advantage on the non-race-related than the race-related results, while 17-year-olds in the Extreme Rural areas have a larger deficit on the non-race than the race-related results.

EXHIBIT 4-6

DIFFERENCE IN PERCENT CORRECT BETWEEN THE EXTREME AFFLUENT SUBURBS AND THE WHOLE NATION FOR EACH RESULT

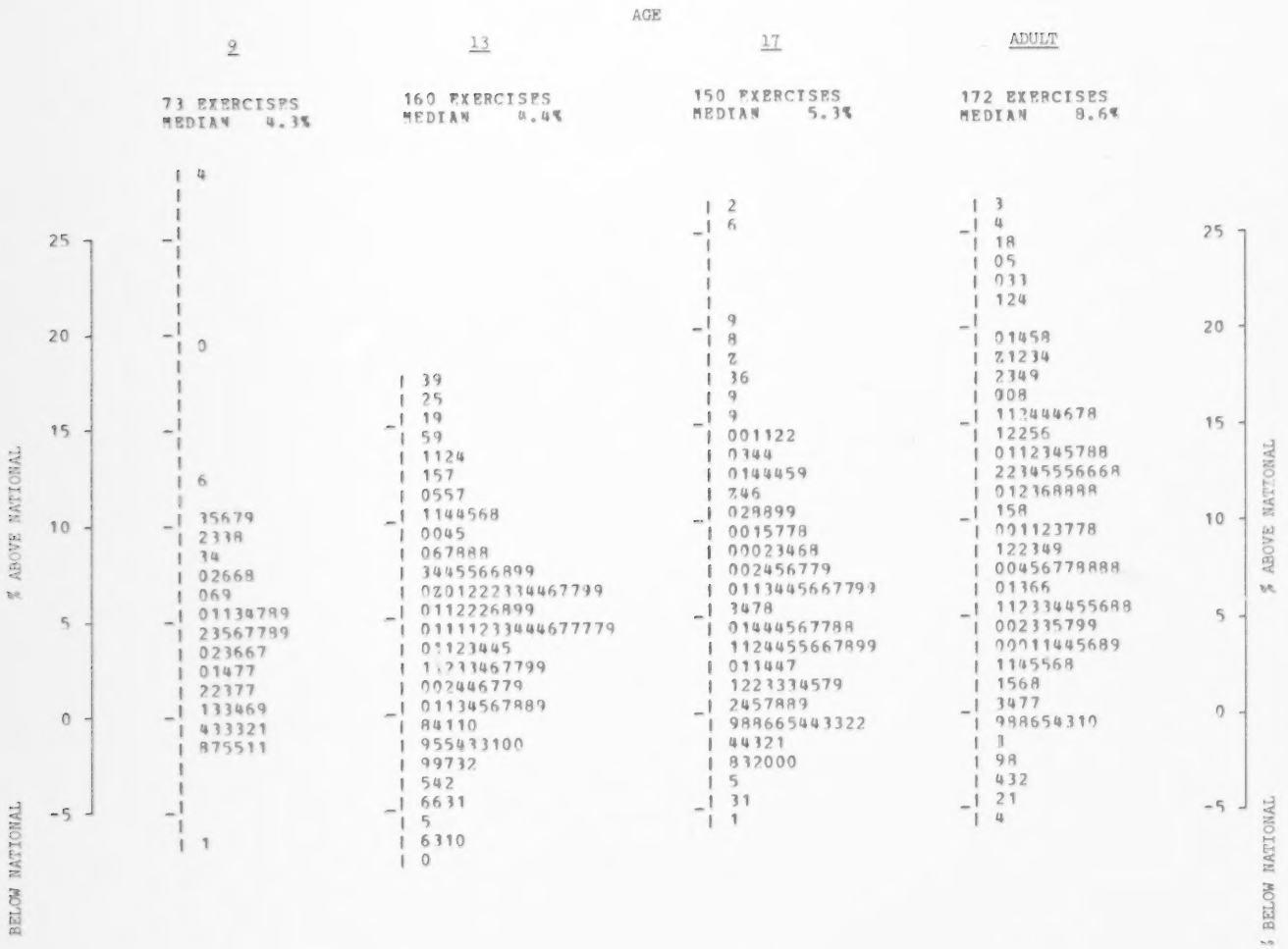


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EXHIBIT 4-7

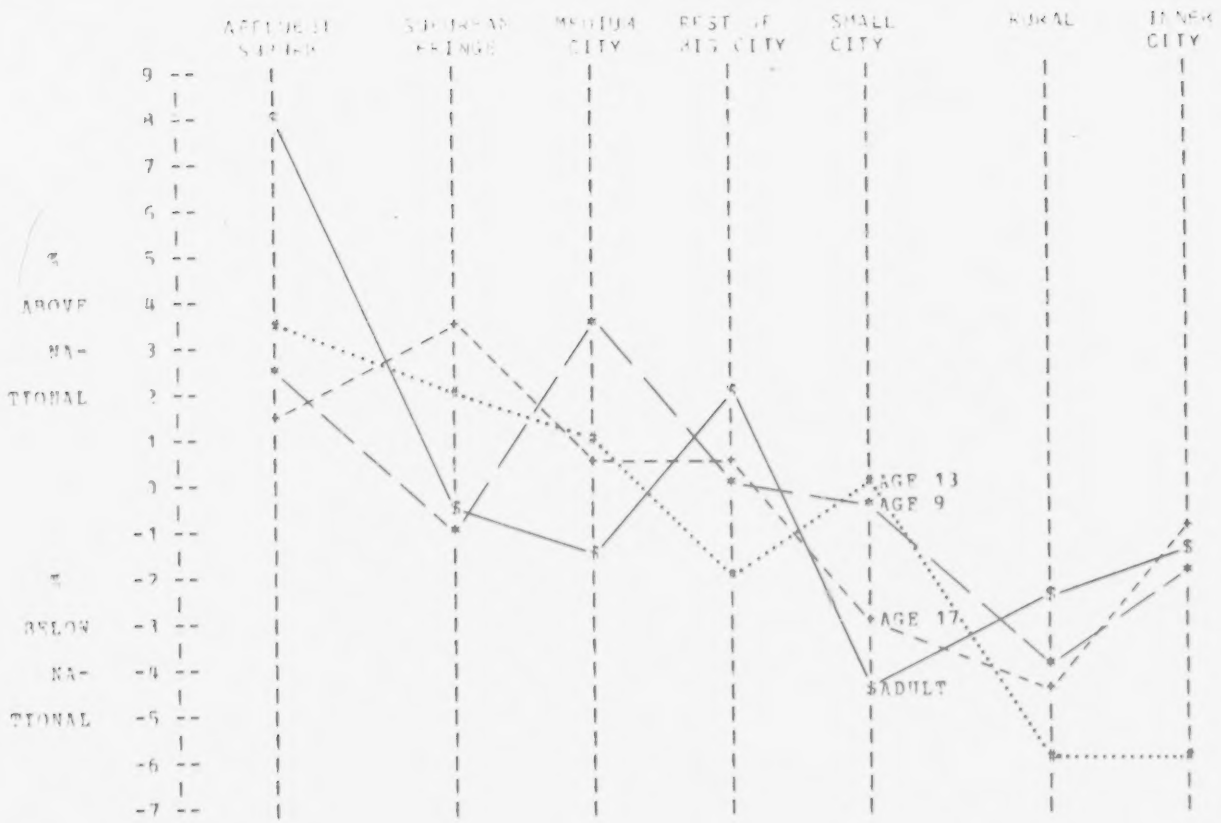
DIFFERENCE IN PERCENT CORRECT BETWEEN MEDIUM SIZE CITY
AND THE WHOLE NATION ON EACH RESULT

AGE

9	13	17	ADULT
74 EXERCISES MEDIAN 1.8%	160 EXERCISES MEDIAN 1.0%	150 EXERCISES MEDIAN 1.1%	172 EXERCISES MEDIAN -1.0%

EXHIBIT 4-8

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL A



AGE:	9	13	17	A
NO. RESULTS:	6	46	34	41

KEY: * # + $

EXHIBIT 4-9

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION ON RACE-RELATED EXERCISES

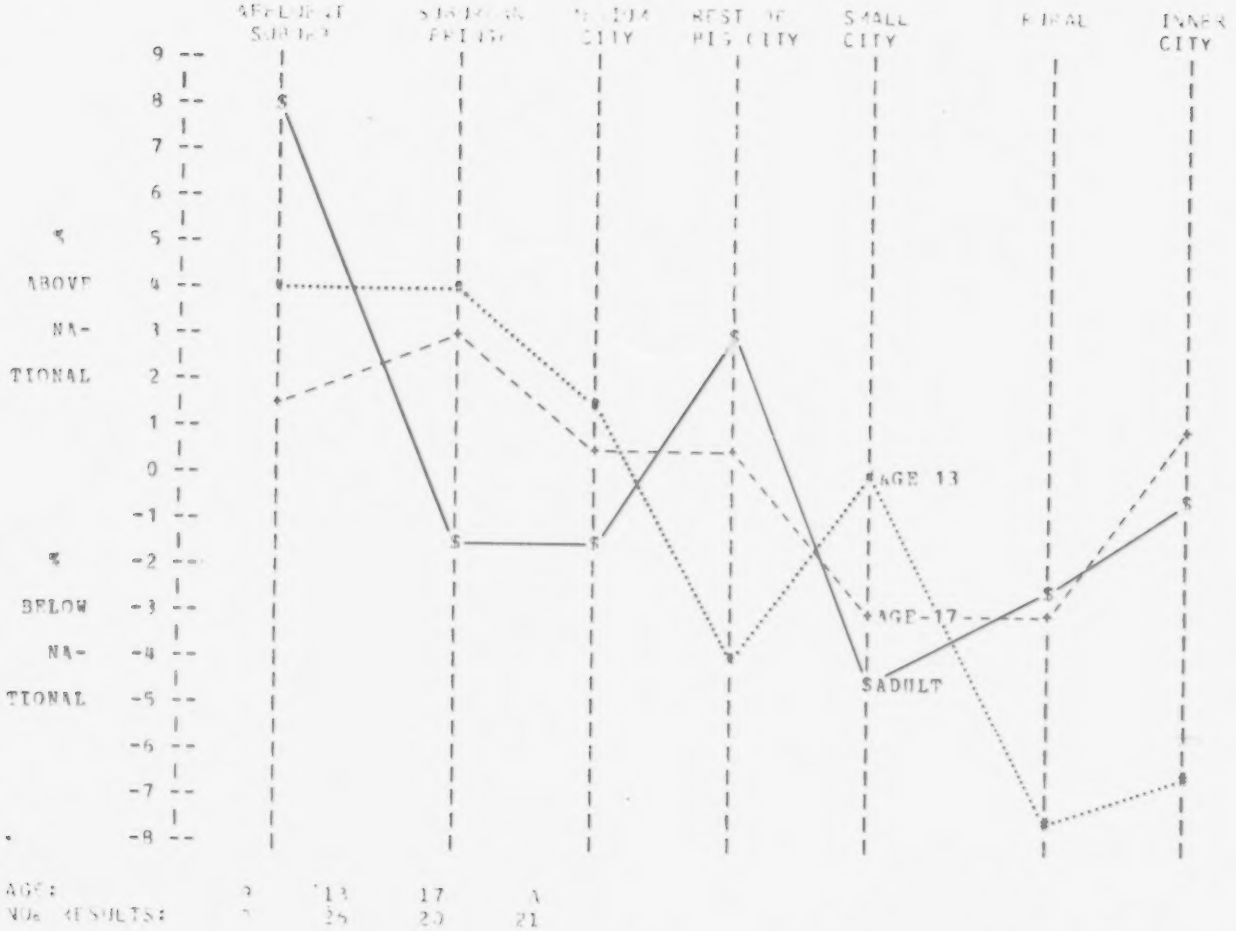


Exhibit 4-10

Median differences by TOC group on race-related and other exercises within Goal A

	Age					
	13		17		Adult	
	Race Related	Non-Race-Related	Race Related	Non-Race-Related	Race Related	Non-Race-Related
Extreme Affluent Suburb	4	3	1	6	8	6
Extreme Rural	-7	-4	-2	-8	-3	-2
Extreme Inner City	-6	-6	1	-4	-1	-3
Suburban Fringe	4	0	4	3	-2	0
Medium City	1	1	0	2	-1	-2
Rest of Big City	-4	3	0	-1	4	1
Small City	0	0	-3	-2	-5	-2
Number of Results	28	21	22	11	23	18

Three exercises (A4, A53, A54) asked ages 13, 17, and adult whether they would be willing to associate with a person of a different race in various situations. Each exercise asked about five different situations, and any one respondent answered only one of the three exercises. Exhibit 4-11 shows the number of situations (out of a total of 15) in which groups showed advantages (more people in the group than in the nation indicated willingness) and deficits. Looking at the "extreme" types of community, the exhibit shows that on the whole the Extreme Affluent Suburbs group expressed more willingness than the nation to accept a person of a different race in most situations. At the school ages the Suburban Fringe and Medium Cities also did well. All three ages

Exhibit 4-11

Number of situations in which groups indicated more or less willingness than the nation as a whole to accept a person of a different race

	Age					
	13		17		Adult	
	Advantage	Deficit	Advantage	Deficit	Advantage	Deficit
Extreme Affluent Suburbs	12	3[a]	10	5	15	0[a]
Suburban Fringe	13	2[a]	14	1[a]	7	8
Medium City	11	4	12	3[a]	6	9
Rest of Big City	3	12[a]	10	5	13	2[a]
Small City	5	10	3	12[a]	0	15[a]
Extreme Rural	2	13[a]	2	13[a]	3	12[a]
Extreme Inner City	1	14[a]	10	5	7	8

[a]The occurrence of this split between "advantage" and "deficit" by chance alone is less than 1 in 20.

in the Extreme Rural group expressed less willingness in most situations, as did 13-year-olds in the Extreme Inner City. But age 17 and adult in the Extreme Inner City split evenly, expressing more willingness than the nation on about half the situations, and less willingness on about half.

Another exercise asked 13-year-olds about their awareness of racial discrimination. Interestingly, 13-year-olds in the Extreme Affluent Suburbs consistently showed more awareness of racial discrimination than did 13-year-olds in the Extreme Rural and Extreme Inner City groups. Thus, for example:

A5-1 Twenty-nine percent more 13-year-olds in the Extreme Affluent Suburbs than in the Extreme Inner City said they were aware of racial discrimination in the world.

A5-4 From 25% to 35% more 13-year-olds in the Extreme Affluent Suburbs than in the Extreme Rural and Extreme Inner City areas indicated awareness of racial discrimination in the United States.

A5-5 About 25% more 13-year-olds in the Extreme Affluent Suburbs than in the other two extreme groups gave an example of racial discrimination in the United States.

Are children in the Extreme Rural and Extreme Inner City groups really less aware of racial discrimination than those in the affluent suburbs? Or are they less willing to say so in the interview situation in which this exercise was administered (as discussed in chapter 3 in relation to Blacks)? Another possible factor associated with these results is the lack of proportionality of Blacks and non-Blacks in these three groups. Blacks also exhibited less awareness of racial discrimination than the nation as a whole. In the National Assessment sample there are roughly 10 times more Blacks in the rural and inner city areas than in the affluent suburbs. As we discussed earlier, balancing reduces the size of deficits (and advantages) shown by the TOC groups by 50% and more, indicating that the confounding of race, parental education and other factors with type of community plays an important part in these results. It doesn't explain why youngsters in rural and inner city areas exhibit less awareness, but indicates the difficulties of interpreting the results.

The 13-year-olds in the other four types of community differ little from the national performance on these questions of awareness of racial discrimination.

On two other race-related exercises inner city adults show two contrasting findings:

A7-1 From 12% to 20% more adults in the inner city and affluent suburbs than in the rural areas said they belonged to an organization opposing unequal opportunities.

A3-1 Adults in the inner cities said they thought they should act to help stop discrimination in a public park 10% less often than adults in the rural areas and 20% less often than adults in affluent suburbs.

Perhaps adults in both the inner city and the affluent suburbs have more opportunity to belong to organizations opposing unequal opportunities than do adults in rural areas. Inner city adults, however, may have reasons to avoid involvement in possibly controversial situations.

Ages 13, 17, and adult were asked about awareness of religious discrimination (A6). In general, respondents in the Extreme Rural and Extreme Inner City groups showed less awareness than did respondents in the Extreme Affluent Suburbs.

Goal B. Support Rights and Freedoms of All Individuals

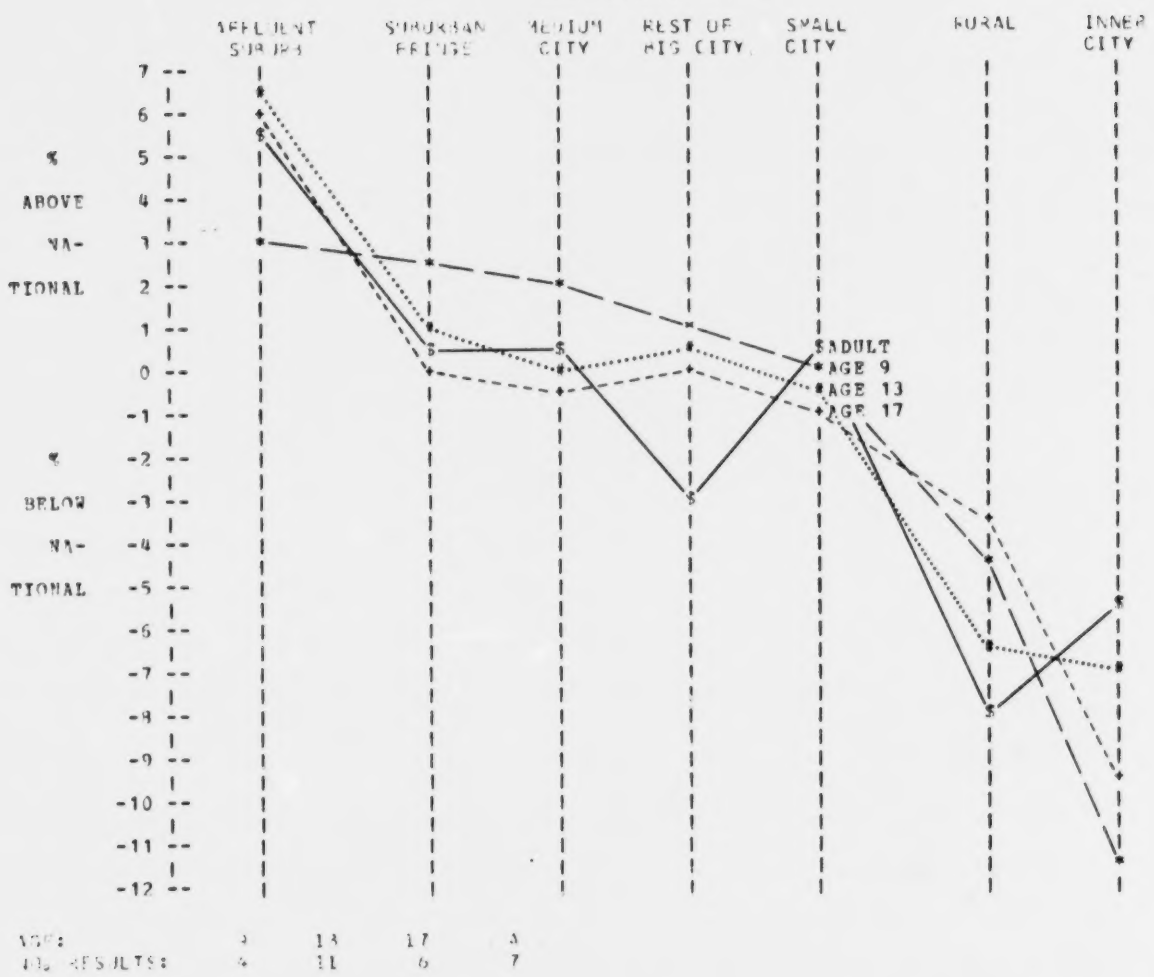
This goal assesses respondents' understanding of the value of constitutional rights and freedoms, their recognition of instances of the proper exercise or denial of constitutional rights and liberties, and their willingness to defend the rights and liberties of all kinds of people uniformly.

The general picture is for performance on this goal to follow that on all Citizenship results fairly closely. Thus the Extreme Rural and Extreme Inner City respondents showed the greatest deficit in relation to the nation as a whole, and the Extreme Affluent Suburb respondents showed the greatest advantage. The median performance of each group on Goal B results is shown in Exhibit 4-12.

Two of the questions dealing with freedom of speech are of special interest, and were also discussed in chapters 2 and 3. The first question (B4-4) asked whether respondents believed that a person on radio or T.V. should be allowed to state three controversial beliefs: "Russia is better than the United States," "Some races of people are better than others," and "It is not necessary to believe in God." The second (B4-5) required respondents to give freedom of speech as a reason for allowing the beliefs to be stated.

EXHIBIT 4-12

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL B



TOC:	3	13	17	3
NAEP RESULTS:	4	11	6	7

Among 17-year-olds and adults, the difference between the Extreme Affluent Suburbs' responses and those of the other two extreme groups is very large on both exercises; about a third more 17-year-olds and adults in the affluent suburbs would allow a person on radio or T.V. to make all three statements. About a third more 17-year-olds and from 15% to 25% more adults in the Extreme Affluent Suburbs than in the other two extreme groups gave freedom of speech as the reason. Adults and 17-year-olds in the other TOC groups fell between the extreme TOC groups.

Nine- and 13-year-olds in the Extreme Rural and Extreme Inner City groups were less willing than other groups to allow another form of free communication--

B5-1 Asked if they thought it was all right to tell other people the Governor or President is doing a bad job, about one quarter of all 9-year-olds and half of all 13-year-olds said yes and gave a reason why; from 12% to 14% fewer 9- and 13-year-olds in rural areas and inner cities did so.

What is there in the subcultures of these two extreme TOC groups which leads to less apparent acceptance or understanding of our constitutional guarantees of free speech? Do they lack the knowledge that the guarantees exist? Or haven't they been encouraged when they express their own ideas to others?

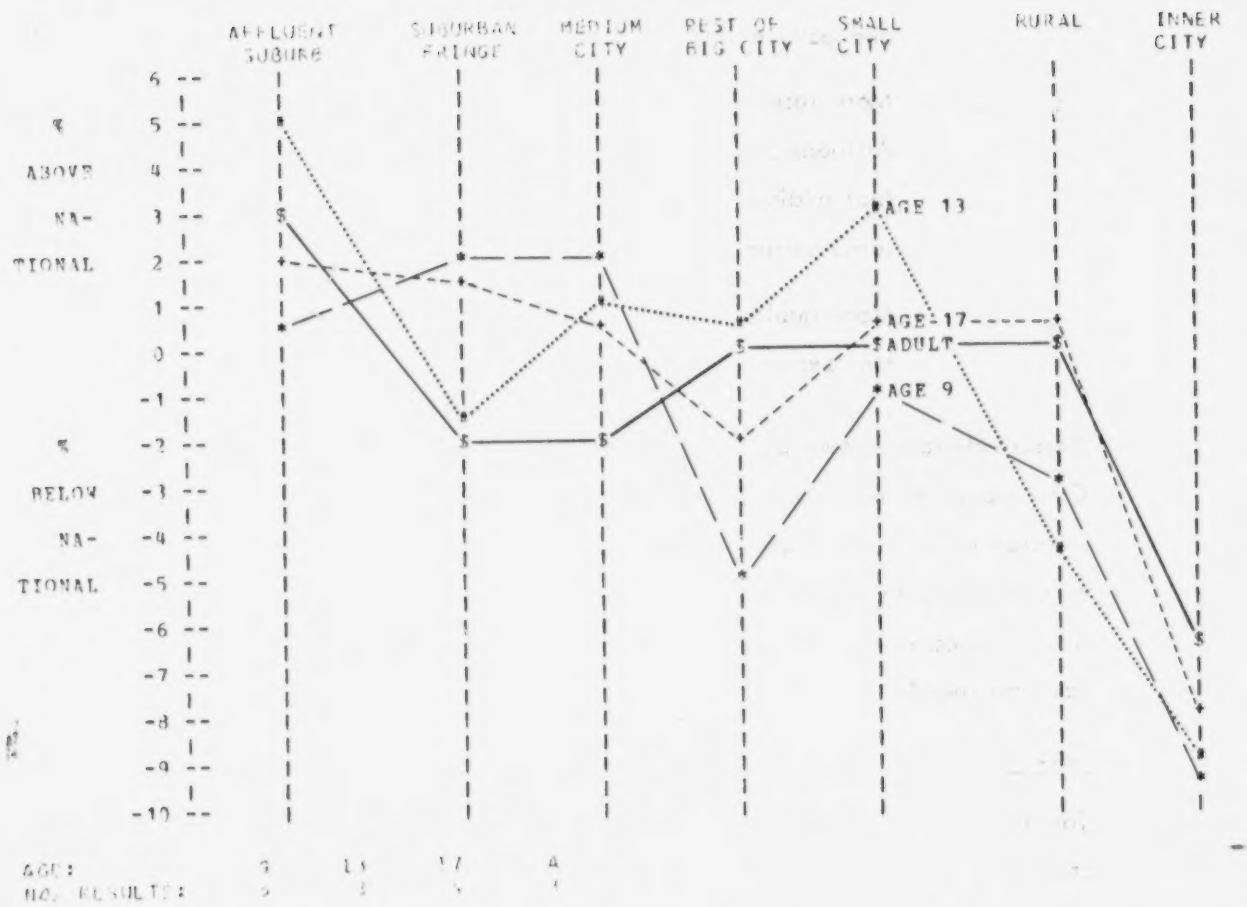
Goal C. Help Maintain Law and Order

The exercises comprising this goal attempt to learn whether respondents are aware of the need for rules and laws, that there are legal methods for settling disputes and for changing unjust or unfair laws, and to ascertain their knowledge of some specific laws. Exhibit 4-13 shows the median differences among TOC groups on this goal.

The results for the Goal C exercises show that among the three extreme types of community, the Extreme Affluent Suburb sometimes does better than both the Extreme Rural and Extreme Inner City groups, but on some exercises the rural group does as well as the affluent suburban group. For example:

EXHIBIT 4-13

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL C



C1-2 In both the Extreme Rural group and the Extreme Affluent Suburbs more 9-year-olds gave a reason why rules are needed on the playground than did 9-year-olds in the Extreme Inner City.

C1-4 About 15% fewer Extreme Inner City 9-year-olds than those in the rural areas and affluent suburbs thought grownups need rules and gave a reason.

C3-1 More respondents at ages 13, 17, and adult in the Extreme Affluent Suburbs than in the other two extreme groups stated that a dispute over money could be settled through the existing legal system.

C4-1 More adults in the Extreme Affluent Suburbs than in the other two extreme groups described an unjust or unfair law.

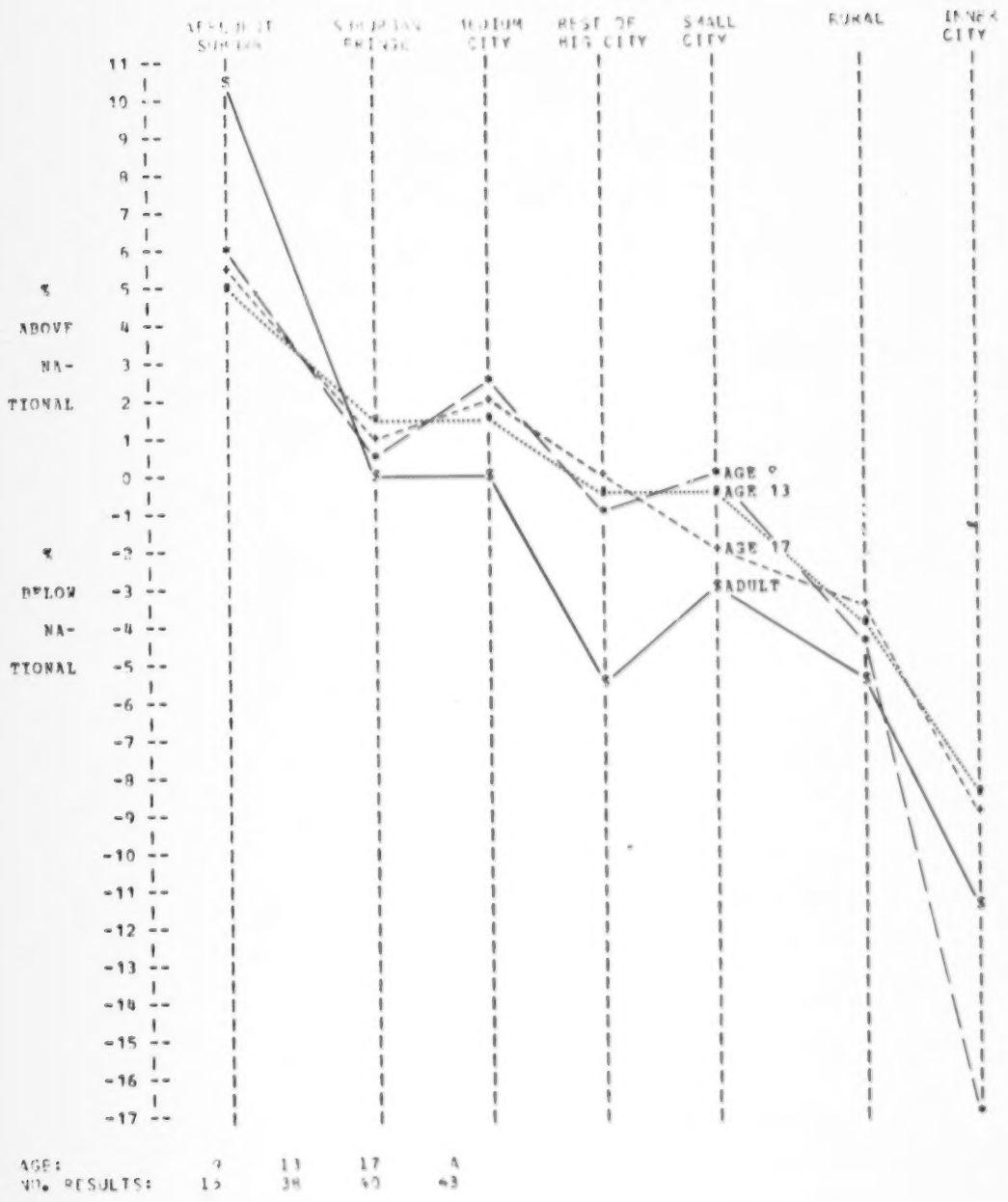
Despite deficits shown by respondents in the Extreme Rural and Extreme Inner City groups on most exercises in this goal, their percentage of correct responses is often quite high. For example, almost 99% of the 9-year-olds in all types of community think we need rules on the playground, and more than 90% of 13-, 17-year-olds, and adults in all groups stated at least one reason why laws are needed.

Goal D. Know the Main Structure and Functions of Our Government

The intent of the exercises in this goal was to learn whether citizens understand and observe how our government is organized and how it works. Perhaps the most striking finding for this goal is the apparent lack of knowledge and understanding of government by residents of Extreme Inner Cities at all four ages, as Exhibit 4-14 shows. The Extreme Rural group also shows deficits at all four ages, but not as great as in the Extreme Inner City. All four ages in the Extreme Affluent Suburbs show advantages, the adults doing 10% better than all adults in the nation.

EXHIBIT 4-14

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL D



The Goal D exercises were grouped into clusters, as chapters 2 and 3 discussed. Some groups departed considerably from their Goal D median differences on one of the clusters:

Knowledge of state and local government: As Exhibit 4-15 shows, 9-year-olds in the Extreme Rural group do worse than their Goal D median difference, but adults in the Extreme Rural group, and 17-year-olds and adults in the Extreme Inner City, do better on this cluster than their typical Goal D performance. Seventeen-year-olds and adults in the Extreme Affluent Suburbs perform closer to the national results on this cluster than usual.

Exhibit 4-15

Median differences on knowledge of state and local government (cluster 1) compared to overall Goal D median differences

	Rural		Inner City		Affluent Suburb		No. of results
	Goal D	Cluster 1	Goal D	Cluster 1	Goal D	Cluster 1	in cluster
Age 9	-4.4	-13.8	-17.0	-20.5	6.0	8.2	4
Age 17	-4.0	-0.6	-8.4	-.9	6.1	-0.4	6
Adults	-5.6	3.5	-11.5	-1.8	10.5	3.3	8

Rural 17-year-olds and adults, and inner city 17-year-olds showed advantages or small deficits on at least three of four questions about the organization of the town or city in which they lived (D8). Adults in both groups also showed small advantages when asked to name one or more groups which might want to support (D13-1) or oppose a project in their community (D13-2). These groups tended to show deficits when asked about state government, however, particularly at ages 9 and 13.

Many of the Goal D exercises require information which would be learned in school, while others draw more on general knowledge or experience. Adults in the Extreme Rural and Extreme Inner City groups tend to do as well as all adults on the latter type of question. For example, 98% of the adults in all

types of community knew the name of the current President of the United States (D9-1), and nearly three quarters of the adults in all types of community named groups in the community which might want to help to accomplish a project (D13-1) and which might want to oppose it (D13-2).

Goal E. Seek Community Improvement Through Active, Democratic Participation

Exercises in this goal ask respondents their beliefs about influencing government, and about actions they have taken to make their views known and/or to effect change. Respondents at ages 9, 13, and 17 participated in group situations designed to examine various behaviors required to accomplish cooperative small group tasks. The national sample at age 9 was not sufficiently large to provide information from the group participation exercises on the seven types of community, however, so only three exercises comprise Goal E for that age.

Median performance on Goal E exercises generally follows the typical pattern, as Exhibit 4-16 shows, except that 9-year-olds in the Extreme Inner City have a particularly large deficit of 19%. These 9-year-olds and those in the Extreme Rural group had larger deficits than other 9-year-olds on two questions asking if they had taken part in a civic project:

E9-1 Compared to the nation, 21% fewer 9-year-olds in the Extreme Inner City and 15% fewer in the Extreme Rural areas said they had done so in the past year.

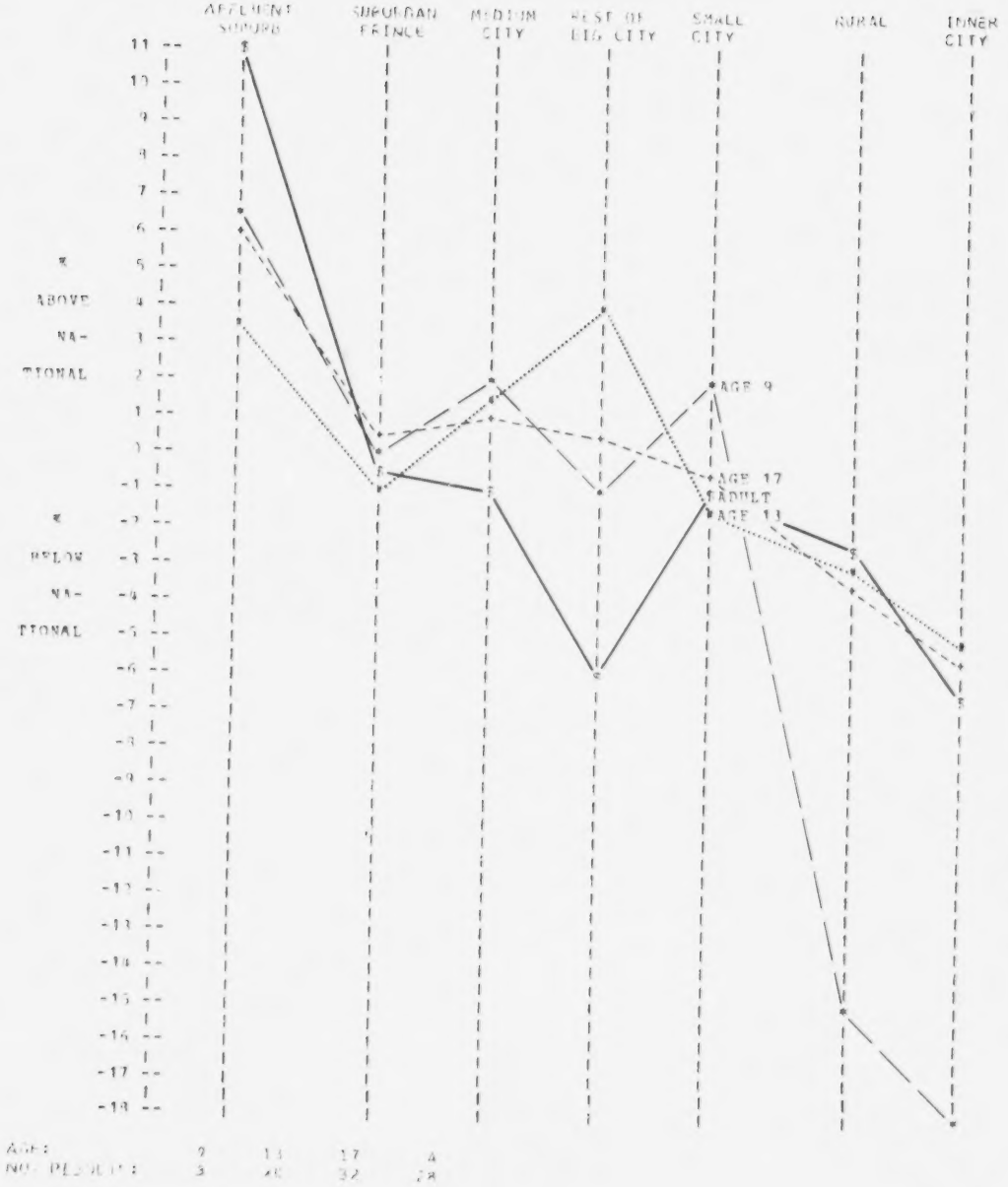
E9-6 Nineteen percent fewer 9-year-olds in the Extreme Inner City and 16% fewer in the Extreme Rural groups said they had taken part in two or more projects at any time in the past.

Several questions assessed respondents' participation in civic activity, and some ages in the Extreme Inner City showed performance similar to that of respondents in the Extreme Affluent Suburbs on a few exercises:

E6-1 Asked whether they had ever spoken in a public meeting to defend someone or some idea, 30% of all adults said yes.

EXHIBIT 4-16

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL E



About 36% of adults in the Extreme Inner City and in the Extreme Affluent Suburbs said yes.

E8-1 More than half the 17-year-olds in the Extreme Affluent Suburbs and Extreme Inner City said they had campaigned for a candidate one or more times in the past year. But while nearly half the adults in the Extreme Affluent Suburbs said they had campaigned, only 15% of the adults in the Extreme Inner City said they had done so.

Fewer 17-year-olds and adults in the Extreme Inner City than in the nation as a whole indicated they thought they could have some influence on state government decisions, however (E2-1).

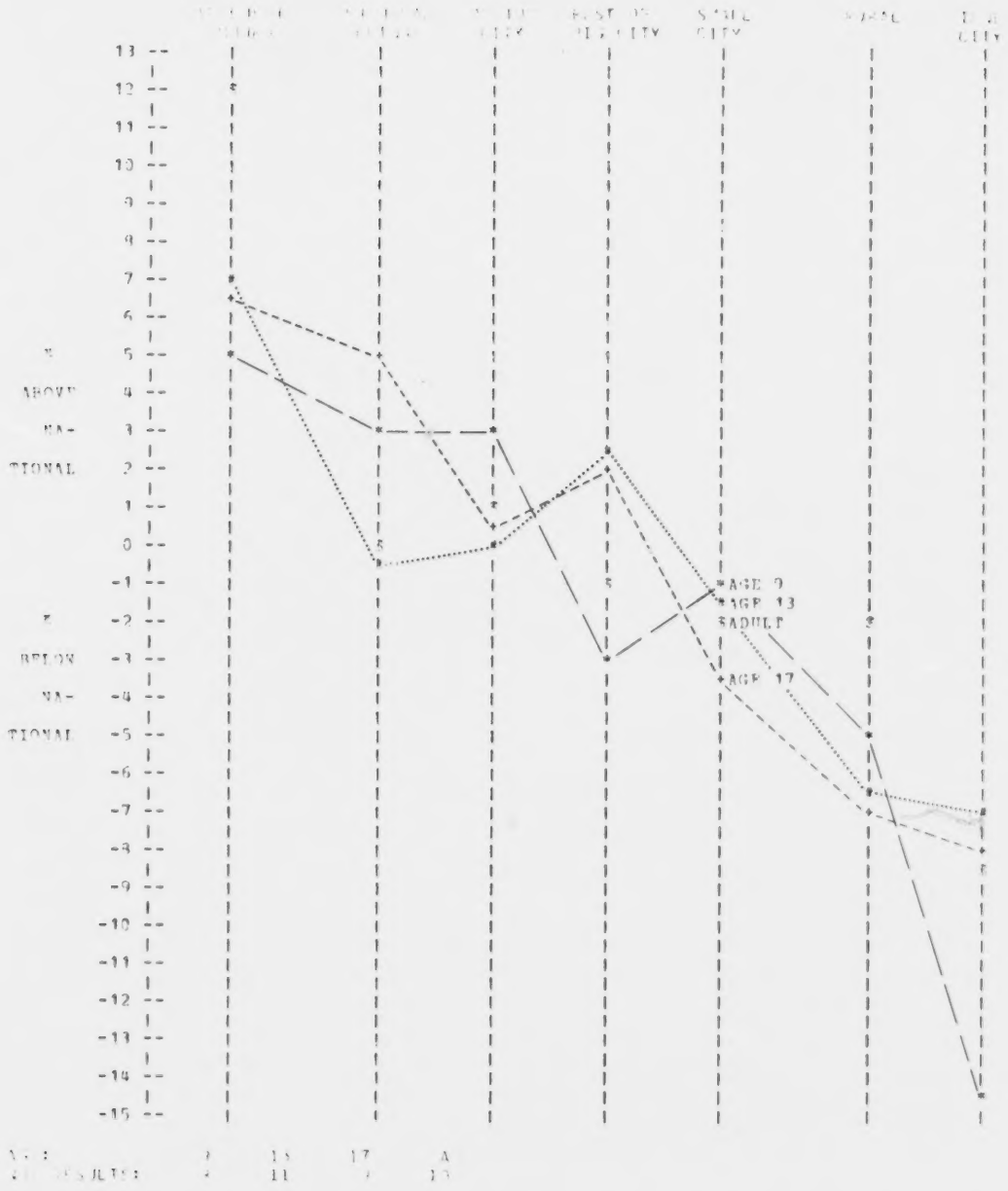
Behavior of 13- and 17-year-olds in a democratic group was observed by having groups of youngsters work together to accomplish an assigned task (E14). The standard errors for several groups on some parts of these exercises is quite large, as Appendix E shows, and caution is required in interpreting the results. It appears, however, that 17-year-olds in the Rest of Big City and Medium Size City groups were less likely to complete the task (choose five important issues and write recommendations on at least two of them), while 17-year-olds in the Smaller City and Extreme Rural groups, and the Extreme Affluent Suburbs were more likely to do so. About 40% more 17-year-olds in the Extreme Affluent Suburbs than in the Extreme Inner City or Rest of Big City groups stated a clear position on the issues and recommendations discussed in this exercise.

Goal F. Understand Problems of International Relations

This goal asks about respondents' awareness of war, reasons for it, and means of avoiding it, and their awareness of the possibilities of international agreements for achieving peace. The median difference for each type of community is shown in Exhibit 4-17.

EXHIBIT 4-17

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL 8



The 13-, 17-year-old, and adult respondents in the Extreme Rural and Extreme Inner City groups showed less knowledge of wars and reasons for them than those in the Extreme Affluent Suburbs. For example, they were less able to name at least three countries in which fighting had occurred in "the past 12 months" (F2-3) or to give an explanation of what the fighting was about in a country (F2-6). Nine-year-olds in the Extreme Inner City also showed less awareness than 9-year-olds in other groups of war and reasons for it. Fewer gave one description of war (F1-1), and fewer gave one or more reasons why countries have wars (F3-1).

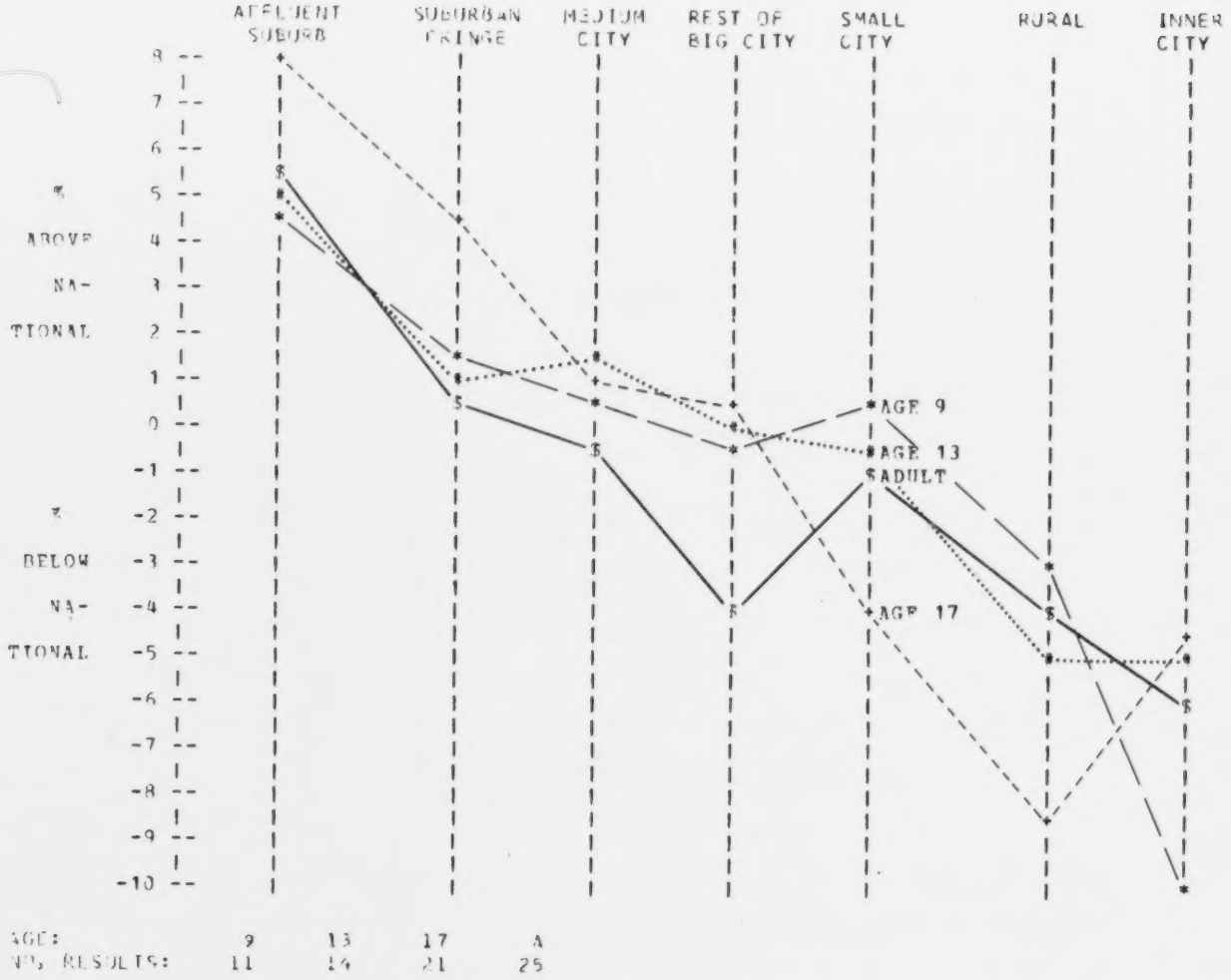
Goal G. Approach Civic Decisions Rationally

This goal attempts to learn respondents' awareness of important social problems and means of dealing with them, and their willingness to consider alternative viewpoints openly and critically. The typical deficits for Extreme Rural and Extreme Inner City groups, and the usual advantage for the Extreme Affluent Suburbs are shown in Exhibit 4-18.

Two of the exercises assessing recognition of important civic issues asked respondents to choose from among four alternatives the one that is "among the greatest problems of our large cities." The incorrect alternatives were the same in both exercises (given to different groups of respondents), but in one, the correct choice was "slums are growing," (G2-1), and in the other it was "inadequate transportation" (G3-1). As chapters 2 and 3 pointed out, the "slums are growing" response was easier than was the "inadequate transportation" response. Adults in the Extreme Inner City were less likely to choose "slums are growing" (65% compared to 79% of all adults), and 17-year-olds in the Extreme Rural group were less likely to choose "inadequate transportation" (26% compared to 35% of all 17-year-olds). Perhaps it is understandable that 17-year-olds in Extreme Rural areas wouldn't be aware of the severity of transportation problems in cities. Why adults in Extreme Inner City fail to choose "slums are growing" as one of the main problems facing cities is uncertain.

EXHIBIT 4-18

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL G



One exercise assessed respondents' ability to evaluate communications critically (G9-1). Interestingly, 20% fewer 9- and 13-year-olds in the Extreme Inner City than in other groups thought that a newspaper can be wrong in what it reports (age 9: 25% compared to 45% for the nation; age 13: 55% compared to 75% for the nation). A related exercise asked whether respondents recognized ways for achieving free communication (G10-1), and yielded equally large deficits for inner city 9- and 13-year-olds. They were asked why it might be good to have newspapers in a city written and printed by more than one company. Only 16% of inner city 9-year-olds (compared to 37% nationally) correctly responded that this would provide more opportunity for a diversity of news and viewpoints. At age 13 the corresponding figures are 43% for Extreme Inner City, compared to 65% nationally.

Goal H. Take Responsibility for Own Development

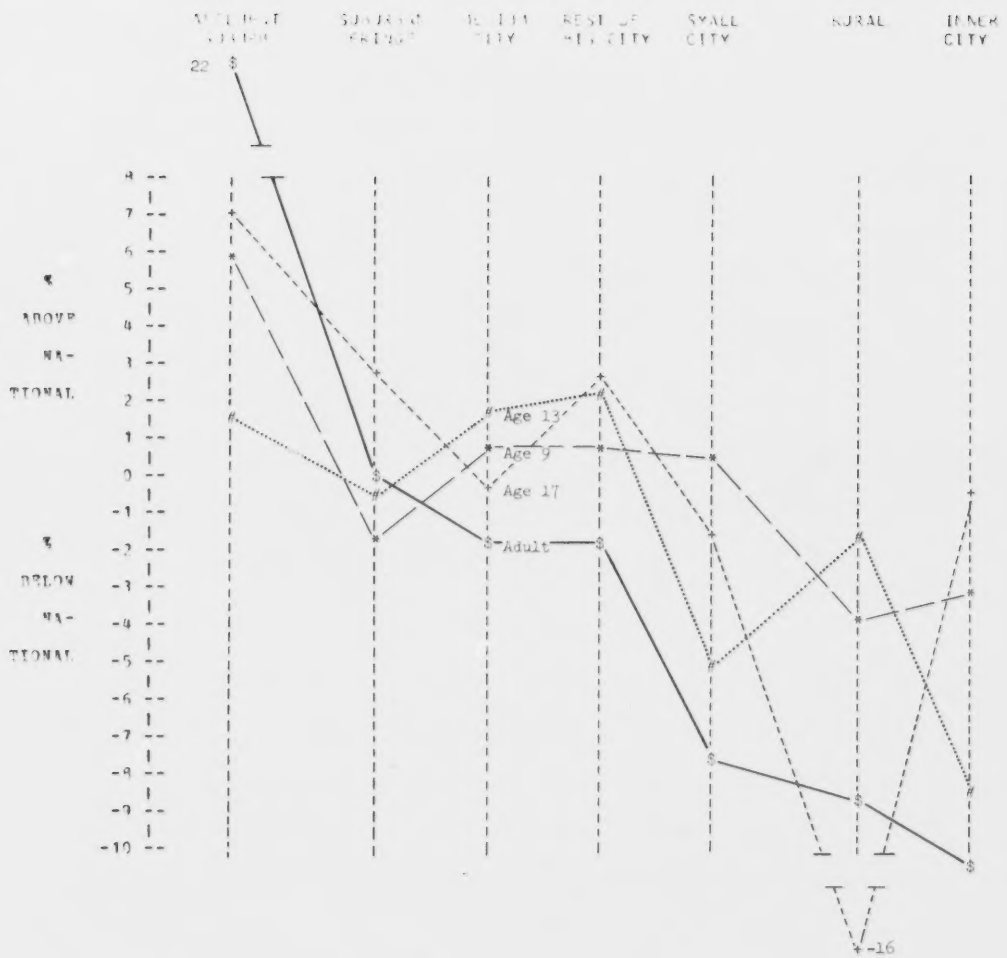
Behavior assessed under this goal includes career planning and voluntary self-improvement outside of school or job. Types of community differ very widely, as Exhibit 4-19 shows. Adults from the Extreme Affluent Suburbs, in particular, surpass adults from Extreme Inner City, Extreme Rural areas, and Small Cities by about 30%.

The questions on Goal H asked about behavior that residents of the Extreme Affluent Suburbs might be expected to have more time and/or opportunity to engage in, than would residents in the Extreme Rural or Extreme Inner City groups. Thus, for example, about 20% more adults in the Extreme Affluent Suburbs than in the other two extreme groups said they had taken lessons or courses in the last two years (H3-1).

Respondents at ages 13 and 17 were asked if they had talked about plans for education or jobs with a teacher or a school counselor (H4-1). Respondents in the Extreme Inner City did as well as or better than the nation on this question, and much better than ages 13 and 17 in the Extreme Rural group--about 20% more 13- and 17-year-olds in the inner city group than in the

EXHIBIT A-19

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL H



rural group said they had talked with a teacher or counselor. Perhaps less emphasis is placed on job planning in rural than in inner city groups, or perhaps fewer teachers or counselors are available for such discussions. Whatever the reason, it is one of the few on which the inner city group does so much better than the rural group.

The usual pattern for the three extreme groups was found when 9-year-olds were asked to give the name of at least one magazine; at least one third more 9-year-olds in the Extreme Affluent Suburbs than in the other two groups named at least one magazine (H2-1). More than 40% more 9-year-olds in the Extreme Affluent Suburbs than in the other two groups named at least three magazines (H2-3).

On the other hand, of the 9-year-olds whose community had a library (other than the school library), about 20% more of the 9-year-olds in the Extreme Rural group than in the Affluent Suburbs or Extreme Inner City said they had been to the library within the past week (H1-6). Why this should be so, we can only speculate. Do children in the affluent suburbs and inner cities use libraries less than children in the rural areas; do they use school libraries more and thus rely less on other libraries? Or is it that most rural communities have no libraries outside of school and those that do are unusually literate?

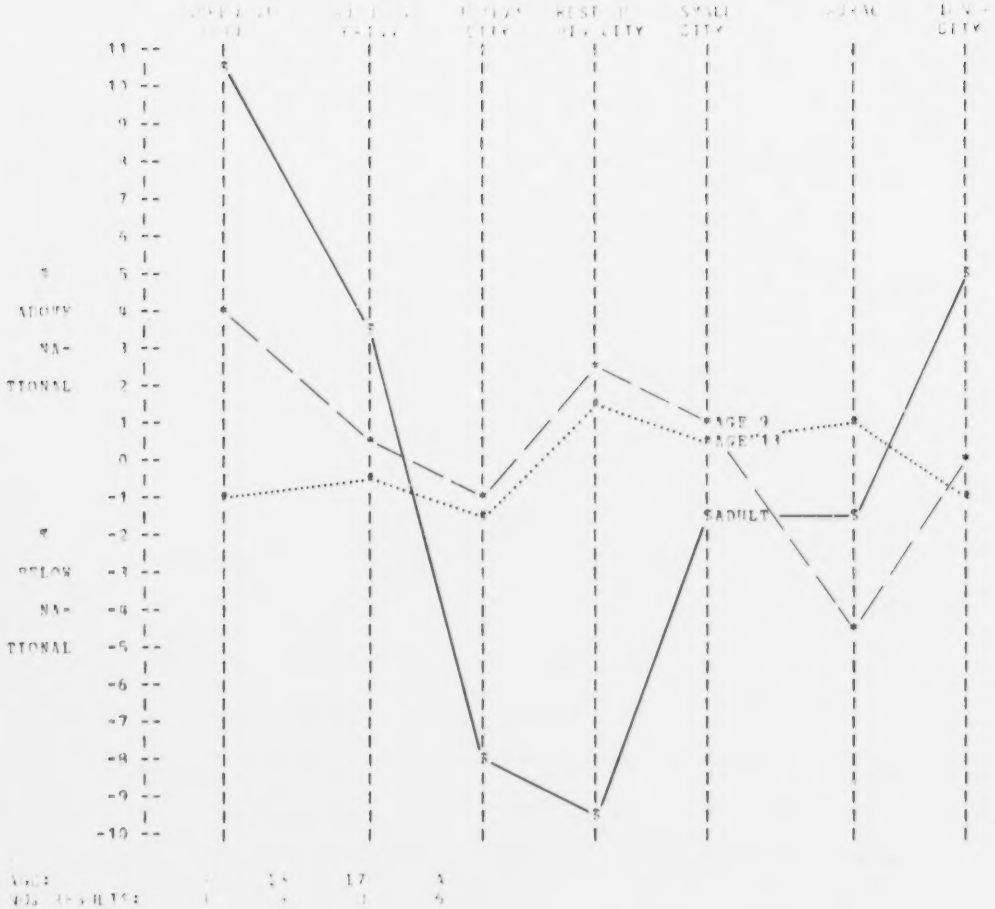
Goal I. Help and Respect Their Own Families (9 and 13);[2] Nurture the Development of Their Children as Future Citizens (Adults)

The median differences on this goal, shown in Exhibit 4-20, show a pattern different from that of the other goals; the Extreme Inner City adults show an advantage of 5%, and 9- and 13-year-olds show deficits of only 1% or less. The Extreme Rural 13-year-olds show an advantage of 1%, while 13-year-olds in the Extreme Affluent Suburbs show a 1% deficit.

[2]No Goal I exercises were administered at age 17.

EXHIBIT 4-20

MEDIAN DIFFERENCES BETWEEN TOC GROUP AND NATION, GOAL I



All exercises in this goal asked respondents to report their own behaviors--for example, helping around home, knowing the favorite school subject of their oldest child. Approximately 98% of the 9-year-olds in all types of community reported helping around home (11-1), and about 97% of 13-year-olds in all groups reported they have home duties which they do regularly (12-1). Nine-year-olds in the Extreme Inner City, and Extreme Affluent Suburbs more often than those in the Extreme Rural groups described something they had explained to a younger brother or sister in the last six months (13-1), and they more often said a younger brother or sister had sought their help in answering a tough question in the past month (15% more 9-year-olds in the Extreme Affluent Suburbs and 8% more in the Extreme Inner City; 14-1).

More adults in the Extreme Rural and Extreme Inner City groups than in the Extreme Affluent Suburbs stated that they know the favorite subject of their oldest child in school (15-1).

These examples of exercises on which groups depart from their usual performance raise many questions. Why do rural youngsters report less often helping a younger sibling? Why do adults in the rural and inner city groups more often seem to know the favorite subject of a child? Is it because commuters in suburbs spend less time with their children?

CHAPTER 5

REGIONAL DIFFERENCES

Differences in performance between the four regions of the U. S. -- Northeast, Southeast, Central, and West[1] -- were discussed in Citizenship Report 6. The observed data subsequently were balanced by sex, color, TOC, and parental education, and reductions in differences between a region's median performance and that of the nation as a whole were found.

Exhibit 5-1 shows the median differences for each region before and after balancing. Balancing reduces differences by from about a third to a half, but the general results which were reported in Citizenship Report 6 were not changed. Exhibit 5-2 plots the observed and balanced data for all results for 9-year-olds in the Southeast to illustrate the high correlation between the observed and balanced data. Similar high correlations were found for all regions and ages. Observed and balanced results for all exercises by region are given in Appendix D, for those who wish to examine the effects of balancing more closely.

Exhibit 5-1

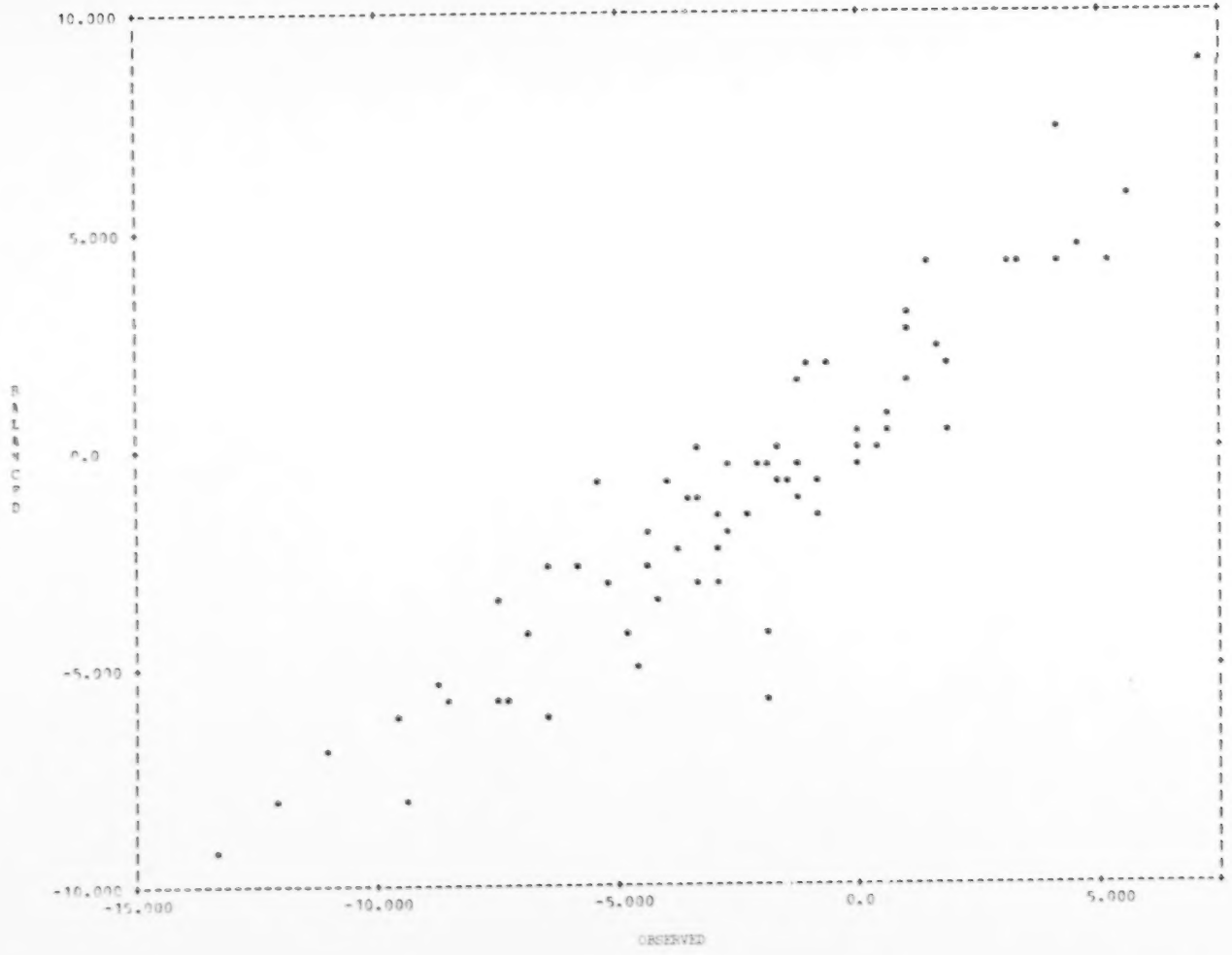
Median differences between regional and national performance on all Citizenship results combined, before and after balancing

	9		13		17		adult	
	obs.	bal.	obs.	bal.	obs.	bal.	obs.	bal.
Northeast	2.0	0.7	2.7	1.8	2.0	0.7	1.0	0.7
Southeast	-2.0	-1.0	-3.4	-1.7	-6.3	-3.9	-4.9	-2.3
Central	0.1	-0.5	1.2	0.3	1.1	1.2	1.1	0.9
West	0.1	0.5	-0.4	-0.2	2.4	1.5	1.7	1.0

[1] Appendix A defines the regions more specifically.

EXHIBIT 5-2

EXAMPLE OF EFFECT OF BALANCING ON REGIONAL RESULTS:
SOUTHEAST 9-YEAR-OLDS



The results on one goal changed somewhat from those previously reported because of information which became available after Report 6 was prepared. Eight questions on Goal G (Support rationality in communication, thought, and action . . .) were rescored at ages 17 and adult to give more detailed results. Both concerned the valuing of free expression (G56-1, -3, -5; G59-1, -2, -4, -5, -6). Seventeen-year-olds in the Southeast, Central, and Western regions had somewhat different medians on all Goal G results with the addition of these eight results, as Exhibit 5-3 shows.

Exhibit 5-3

Median differences at age 17 by region before and after addition of data from eight Goal G results

	Before	After
Southeast	-7	-10
Central	0	2
West	2	5
Northeast	3	3
Number of Results	13	21

The addition of information from these two exercises increased the advantage of West and Central 17-year-olds, while it increased the deficit of the Southeast.

CHAPTER 6

MALE-FEMALE DIFFERENCES

Sex differences were reported in Citizenship Report 6. The comparison was the performance of males minus the performance of females, a negative sign indicating a female advantage. As Report 6 discussed and Exhibit 6-1 below shows, males and females performed similarly at ages 9 and 13; seventeen-year-old males had a small median advantage of about 1%, and adult males had an advantage of nearly 3%. Balancing reduced these advantages by more than a third across all ages, but didn't change the overall results. The plot of observed against balanced results for adults (male-female difference on each result) in Exhibit 6-2 shows the high correlation between the observed and balanced data. The plots for the other ages show equally high correlations. Observed and balanced results for each exercise are given for males and females in Appendix D.

Exhibit 6-1

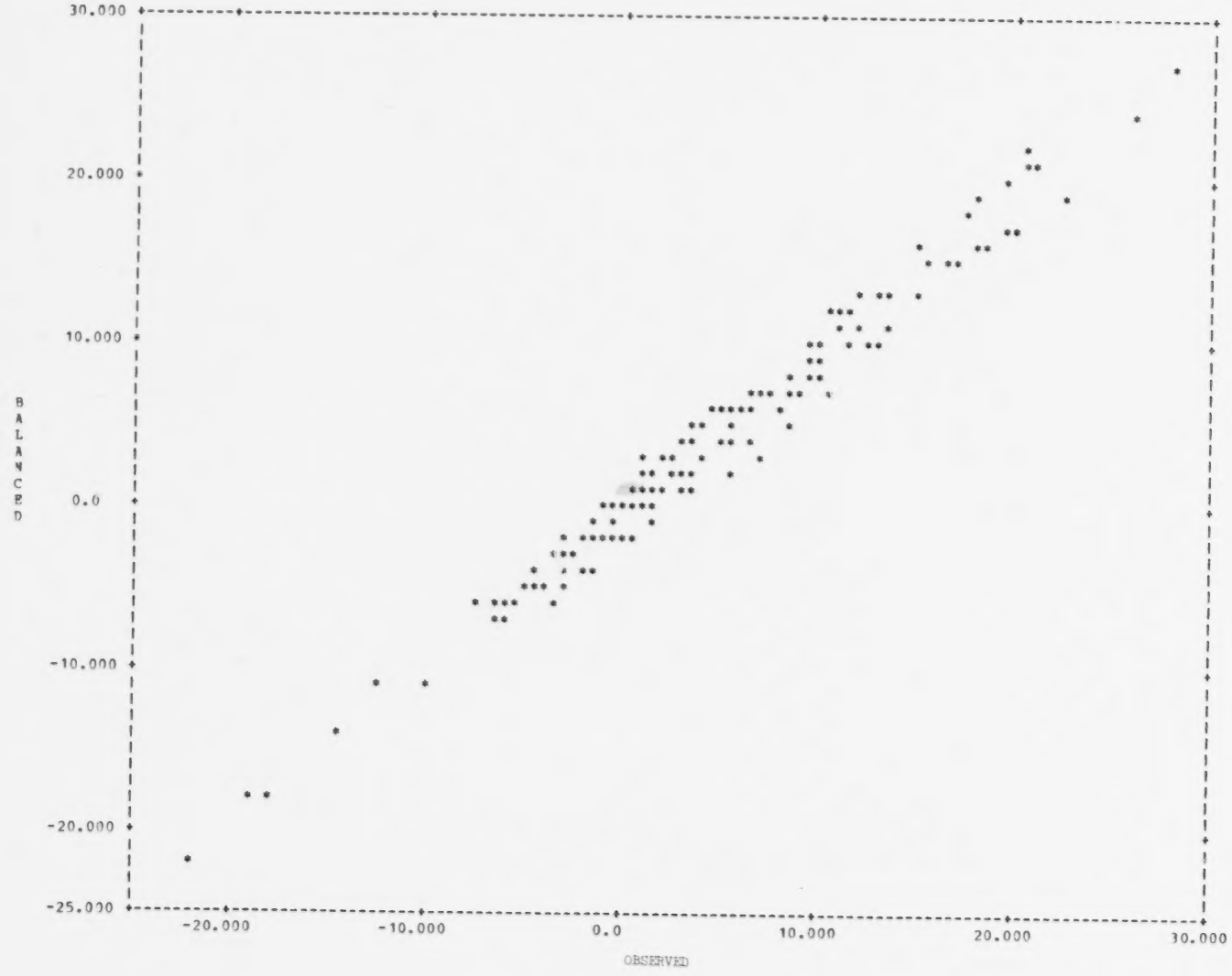
Median male-female differences
before and after balancing

	Observed	Balanced
9	0.2	0.1
13	0.7	0.7
17	0.8	0.1
adult	2.6	2.0

As chapter 5 stated, eight Goal G results were scored after Report 6 was prepared, and were included in the data analyses at ages 17 and adult for this report. The addition of these data changed the medians somewhat for adults, but not for 17-year-olds: without these eight results, males had a 2% advantage on Goal G. After adding them, the male-female median

EXHIBIT 6-2

EXAMPLE OF EFFECT OF BALANCING ON MALE-FEMALE DIFFERENCES:
YOUNG ADULTS



difference became 0. The questions involved free expression of viewpoints, and examination of the individual results suggest that women are more likely to see its value than are men (G56-1, -3, -5; G59-1, -2, -4, -5, -6).

APPENDIX A

DEFINITION OF GROUPS

APPENDIX A

DEFINITION OF GROUPS

The major reporting categories used in this report are: age, region, type of community, sex, color, and parents' education.

1. Age: Four age levels were assessed. Three of these were in-school--9-, 13-, and 17-year-olds; and two--17-year-olds and young adults--were out-of-school, sometimes referred to as the household sample. The criteria used or the operational definitions of the four ages are as follows:

   9-year-olds--Born between 1/1/60 and 12/31/60
   13-year-olds--Born between 1/1/56 and 12/31/56
   17-year-olds--In-school: Born between 10/1/51 and 9/30/52
   Out-of-school: Born between 10/1/50 and 9/30/51 and not enrolled in school in March '68 OR born between 10/1/51 and 9/30/52 and not enrolled in school in March '69.
   young adults--Born between 7/1/33 and 6/30/43

2. Region: Four geographical regions are being used for all age levels--Northeast, Southeast, Central, and West. The states falling in each of these four regions, for reporting purposes, are as follows:

Northeast	Southeast	Central	West
Del.	Ala.	N.D.	Hawaii
Maine	Ark.	S.D.	Alaska
N.H.	Fla.	Iowa	Idaho
Vt.	Ga.	Kansas	Mont.
D.C.	Ky.	Minn.	Wyo.
Md.	La.	Mo.	Utah
N.J.	Miss.	Neb.	N.M.
N.Y.	N.C.	Ill.	Nev.
Conn.	S.C.	Ind.	Cal.
Pa.	Tenn.	Mich.	Ore.
Mass.	Va.	Ohio	Wash.
R.I.	W. Va.	Wis.	Ariz.
			Colo.
			Tex.
			Okla.

This classification is that used by the Office of Business Economics, Department of Commerce; the names for regions used by the OBE differ from National Assessment names for three regions:

National Assessment	OBE
Northeast	Northern Atlantic
Southeast	Southeast
Central	Great Lakes and Plains
West	West and Northwest

3. Size and type of community, or type of community (TOC): Previous National Assessment reports have given results for four sizes of community (SOC): big cities, urban fringe, medium size cities, and smaller places. These are defined in National Assessment Reports 4, 5, and 6. Science Report 7 and subsequent reports extract three "extreme types of community" from the original four SOC groups. Each of the new extreme groups is composed of approximately 10% of the population. The 70% of the population which was left after the three extreme type of community groups were extracted from four "residual" size of community groups.

   NOTE: The four residual "size of community" categories within the TOC classification are not equivalent to the four "size of community" categories within the SOC classification used in previous reports since the latter did not have the three "extreme types of community" extracted from them.

   The definitions of the extreme types of community were derived from an occupation question for both the in-school and out-of-school samples (see Exhibit A-1).

   By classifying schools rather than counties, it was possible to identify much more uniform groups. One extreme group was selected in each of the three directions indicated by the exploratory analysis: (1) schools where high proportions were factory or professional workers, (2) city schools where a high proportion of parents were either not regularly employed or on welfare, and only a low proportion were professional or managerial, (3) near-city and city schools where a high proportion of parents were professional or managerial and only low proportions were factory or farm workers, not regularly employed or on relief.

   Smaller extreme groups would have been more extreme; larger extreme groups would have had better determined percentages of success. The sizes of the three extreme groups, close to 10% of all those assessed, were chosen as a compromise between more extremeness and better determination. (Capital letters, below, represent codes for categories in Exhibit A-1.)

Exhibit A-1

Correspondence between in- and out-of-school occupation categories

Principal's questionnaire categories	Code	Out-of-school and adult categories (from DS Manual)
Professional or managerial personnel	A	Professional, technical, and kindred Managers, officials, proprietors (except farm)
Sales, clerical, technical, or skilled workers	B	Clerical and kindred Sales workers Craftsmen, foremen, and kindred
Factory or other blue collar workers	C	Operative and kindred Service workers, private household, and other Other laborers
Farm workers	D	Farmers and farm managers Farm laborers and foremen
Not regularly employed On welfare	E F	Unemployed
	00	Unclassified

TOC 1. Extreme Rural: 9.6% of the sample. This category represents respondents attending schools or living in a community having a population less than 3500. They are among those ranked highest on the rural index D - (C+2A). These communities lie within counties comprising three of the four old SOC categories as follows:

Fringes around Big Cities: 0.4% -- within SMSA[1] counties containing a city with population greater than 200,000 but outside the city limits.

Medium Size City: 1.7% -- within all other SMSA counties not containing a city with population greater than 200,000 and other non-SMSA counties containing a city with population between 25,000 and 50,000.

Small Places: 7.5% -- within all other non-SMSA counties not included in medium size city.

TOC 2. Extreme Inner City: 9.9% of the sample. This category represents respondents attending schools or living in a community within the city limits or residential area served by a city with a population greater than 150,000. They are among those ranked highest on the inner city index E+F-A. These communities lie within counties comprising three of the four old SOC categories as follows:

Big City: 8.5% -- within the city limits of a city with population greater than 200,000.

Fringes around Big Cities: 0.5% -- within SMSA counties containing a city with population greater than 200,000 but outside the city limits.

Medium Size City: 0.9% -- within other SMSA counties not included above.

TOC 3. Extreme Affluent Suburb: 10.0% of the sample. This category represents

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[1] SMSA -- Standard Metropolitan Statistical Areas. An economic and social unit which is metropolitan in character and contains at least: (a) One central city with 50,000 inhabitants or more, or (b) two cities having contiguous boundaries with a combined population of at least 50,000. The smaller city must have a population of at least 15,000. The SMSA includes the county in which the central city is located, and adjacent counties that are found to be metropolitan in character and economically and socially integrated with the county of the central city.

respondents attending schools or living in a community within the city limits or residential area served by a city with a population greater than 150,000. They are among those ranked highest on the suburb index A - (C+D+E+F). These communities lie within counties comprising three of the four old SOC categories as follows:

Big City: 2.9% -- within the city limits of a city with population greater than 200,000.

Fringes around Big Cities: 5.3% -- within SMSA counties containing a city with population greater than 200,000 but outside the city limits.

Medium Size City: 1.6% -- within other SMSA counties not included above.

TOC 4. Inner City Fringe: 11.8% of the sample and replaces the old big city SOC category. This category represents other respondents attending schools or living in a community within the city limits of a city greater than 200,000 not categorized above by TOC 2 or 3 as inner city or suburb respectively.

TOC 5. Urban Fringe: 16.6% of the sample and replaces the old fringes around big cities SOC category. This category represents all other respondents (not categorized above by TOC 1, 2, or 3 as rural, inner city or suburb) attending schools or living in a community within an SMSA county containing a city with a population greater than 200,000, but outside the city limits. This category includes some communities between 3,500 and 150,000 and some non-farm communities less than 3,500.

TOC 6. Medium City: 21.4% of the sample and replaces the old medium size city SOC category. This category represents all other respondents (not categorized above by TOC 1, 2, 3, or 5 as rural, inner city, suburb, or urban fringe) attending schools or living in a community served by a city with a population between 150,000 and 200,000, and within either an SMSA county having a city with a population less than 150,000 or a non-SMSA county having a city with a population of at least 25,000. This category includes some communities between 3,500 and 150,000 and some non-farm communities less than 3,500.

TOC 7. Small City: 20.7% of the sample and replaces the old small places SOC category. This category represents all other respondents (not categorized above by TOC 1, 2, 3, 5, or 6 as rural, inner city, suburb, urban fringe, or medium city) attending schools or living in a community within a non-SMSA county. This category includes communities between 3,500 and

and 25,000 and some non-farm communities less than 3,500.

4. Sex: Data are reported in the text as male percentage of success - female percentage of success. Appendix D presents data for males compared to the nation and females compared to the nation.

5. Color: Color of the respondent was noted as Black, White, or Other by field administrators during the year 01 administration. Because of inconsistency in categorizing White and Others, these were combined into another category, non-Black. Data are reported in Chapter 3 for Blacks compared to national performance. Appendix D reports results for Blacks, non-Blacks, and Others.

6. Parents' Education: All data are reported in terms of the highest level of education of either parent or guardian, classified as follows:

Level		Definition
0	Unascertained	Respondent failed to indicate parental education
1	Grade School	Neither mother nor father (or guardian) was educated beyond eighth grade
2	Some High School	Either mother or father had some high school, but neither completed high school
3	High School	Either mother or father completed high school, but neither was trained beyond high school
4	Beyond High School	Either mother or father was educated beyond high school

Number of Respondents

Exhibit A-2 gives the number of respondents at each age level in subgroups defined by sex, color, region, parental education, and type of community. For example, at age 9, there are 2517 non-Black males in the Northeast, 1787 in the Southeast, and so on. The Key to Exhibit A-2, shown below, identifies the order in which number of respondents by parental education groups and types of community appear.

Some groups, such as Blacks, were oversampled in relation to their proportion in the population in order to obtain enough respondents to make comparisons among subgroups. When national percentages of success were calculated, the results for each group were weighted to correspond to their actual proportion in the national population. Sampling and weighting are discussed in detail in Appendix C of Science Report 1.

Exhibit A-2 gives the number of respondents in the sample, not the number of people who responded to each exercise. To estimate the number of respondents per exercise for ages 9, 13, and 17, the cell value (e.g., number of male, non-Black 9-year-olds) should be divided by 12, the average number of packages (booklets) of exercises administered to those ages. The calculation for adults is a little more complicated, because many adults took more than one package. On the average, each adult took 3.8 packages. Exercises administered to adults were divided among 10 packages. To calculate the average number of respondents per exercise, divide the cell value by 2.63 $\left(\frac{\text{cell value} \times 3.8}{10}\right)$.

Key

The number of respondents by region (REG), parental education (ED), and type of community (TOC) are given in the order:

Region	Education	Type of Community
Northeast	Unascertained	Extreme Rural
Southeast	Grade School	Extreme Inner City
Central	Some High School	Extreme Affluent Suburb
West	High School	Rest of Big City
	Beyond High School	Suburban Fringe
		Medium Size City
		Small City

EXHIBIT A-2

NUMBER OF RESPONDENTS IN NATIONAL ASSESSMENT SAMPLE, BY SUBGROUP

AGE 9

	MALE N-COUNTS REG	ED	STOC	FEMALE N-COUNTS REG	ED	STOC
NON-BLK	2517.	387.	722.	2368.	331.	700.
	1787.	488.	253.	1881.	465.	224.
	2594.	2090.	1086.	2433.	2120.	1031.
	1926.	1838.	910.	1897.	1819.	820.
	0.	2465.	1680.	0.	2648.	1641.
	0.	0.	2136.	0.	0.	2080.
	0.	0.	2037.	0.	0.	2083.
BLACK	293.	129.	290.	292.	97.	283.
	924.	137.	584.	911.	135.	591.
	349.	435.	29.	376.	428.	26.
	306.	427.	180.	283.	456.	201.
	0.	744.	195.	0.	746.	192.
	0.	0.	297.	0.	0.	301.
	0.	0.	296.	0.	0.	266.
UNASSC.	180.	100.	96.	191.	106.	128.
	75.	108.	337.	51.	107.	341.
	78.	173.	48.	89.	187.	34.
	705.	241.	191.	736.	253.	170.
	0.	416.	99.	0.	416.	97.
	0.	0.	148.	0.	0.	139.
	0.	0.	127.	0.	0.	160.

AGE 13

	MALE N-COUNTS REG	ED	STOC	FEMALE N-COUNTS REG	ED	STOC
NON-BLK	2668.	395.	779.	2665.	314.	797.
	1867.	785.	285.	2004.	938.	295.
	2771.	3079.	1071.	2770.	3151.	1109.
	2011.	3199.	959.	2114.	3472.	874.
	0.	785.	1798.	0.	678.	1745.
	0.	0.	2376.	0.	0.	2518.
	0.	0.	2159.	0.	0.	2216.
BLACK	348.	109.	345.	382.	183.	404.
	993.	251.	640.	1177.	347.	777.
	363.	659.	84.	429.	713.	63.
	318.	647.	265.	330.	712.	275.
	0.	360.	243.	0.	403.	250.
	0.	0.	250.	0.	0.	281.
	0.	0.	215.	0.	0.	268.
UNASSC.	213.	151.	115.	205.	133.	90.
	82.	150.	281.	70.	159.	280.
	63.	252.	69.	75.	236.	57.
	674.	282.	179.	640.	308.	183.
	0.	197.	79.	0.	154.	90.
	0.	0.	160.	0.	0.	126.
	0.	0.	149.	0.	0.	164.

AGE 17

	MALE N-COUNTS REG	ED	STOC	FEMALE N-COUNTS REG	ED	STOC
NON-BLK	3234.	592.	875.	3157.	629.	896.
	2312.	1849.	516.	2511.	1712.	526.
	3023.	3694.	1308.	3214.	3635.	1279.
	2751.	5389.	1710.	2624.	5388.	1661.
	0.	196.	2039.	0.	142.	2057.
	0.	0.	2581.	0.	0.	2656.
	0.	0.	2331.	0.	0.	2431.
BLACK	286.	165.	225.	453.	259.	269.
	716.	398.	472.	943.	555.	736.
	278.	478.	47.	398.	637.	52.
	180.	387.	232.	234.	536.	111.
	0.	12.	134.	0.	37.	164.
	0.	0.	186.	0.	0.	227.
	0.	0.	164.	0.	0.	266.
UNASSC.	76.	95.	43.	123.	113.	46.
	15.	123.	193.	16.	122.	243.
	75.	123.	26.	66.	139.	21.
	354.	159.	96.	149.	157.	73.
	0.	20.	48.	0.	23.	48.
	0.	0.	29.	0.	0.	49.
	0.	0.	85.	0.	0.	75.

ADULT

	MALE N-COUNTS REG	ED	STOC	FEMALE N-COUNTS REG	ED	STOC
NON-BLK	729.	847.	458.	1061.	1239.	569.
	750.	526.	112.	1031.	756.	175.
	984.	866.	428.	1312.	985.	453.
	665.	781.	220.	814.	1062.	291.
	0.	147.	555.	0.	176.	843.
	0.	0.	625.	0.	0.	874.
	0.	0.	719.	0.	0.	1013.
BLACK	77.	246.	50.	157.	455.	68.
	309.	106.	164.	550.	229.	335.
	88.	72.	46.	171.	101.	69.
	64.	45.	67.	89.	82.	125.
	0.	69.	26.	0.	100.	67.
	0.	0.	110.	0.	0.	171.
	0.	0.	75.	0.	0.	133.
UNASSC.	24.	105.	45.	23.	168.	40.
	17.	17.	14.	26.	24.	55.
	12.	19.	20.	31.	15.	15.
	108.	24.	24.	157.	15.	35.
	0.	16.	11.	0.	19.	13.
	0.	0.	17.	0.	0.	35.
	0.	0.	26.	0.	0.	44.

APPENDIX B

BALANCING

APPENDIX B

BALANCING

National Assessment collects data in such a way that results can be related to a number of different characteristics in our population (i.e., geographical region, type of community, sex, educational level of parent, color). The results for a group are then compared to those for the nation as a whole; if Extreme Inner City youngsters, or youngsters in the Southeast, or Black children and young adults do significantly less well than the nation as a whole, we have gained important information for future educational planning.

There are, however, certain statistical problems in trying to determine if one subgroup is, in fact, significantly below the national average. There is a higher proportion of Blacks who live in inner cities than there are Whites who live in inner cities. And there is a higher proportion of Blacks than Whites who have parents with little education. However, there are some Whites who live in inner cities and some Whites who have parents with little education, just as there are some Blacks who live in affluent suburbs and whose parents have college education. This makes it difficult to separate the effect of living in an inner city from the effect of having parents with little education, from the effect of being Black. For example, if all Black respondents in the sample have parents with little education, and all Whites in the sample have parents with high education, it is impossible to know whether results from these groups may be attributed to color or to parental education. If the sample has proportionate numbers of respondents who are Black and White, and whose parents have little or have high levels of education, then interpreting the results is less difficult, although still not easy.

What is meant by proportionality and disproportionality? Assume that we are assessing the effects of one characteristic that classifies respondents into groups A, B, and C and of another characteristic that classifies respondents into either group U or V. The two characteristics combine to form six combination subgroups, AU, AV, BU, BV, CU, CV.[1] The numbers of cases in the six subgroups can either be proportionate or disproportionate, as illustrated in Exhibit B-1 and explained below.

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[1] Remember that our real interest at the moment is the results for A, B, and C, and U and V, not AV, AU, etc. Respondents have both characteristics, however (say, place of residence and sex), and one may affect the other. This discussion attempts to explain the consequences of proportionality and disproportionality of numbers of people in subgroups (say AV, BV) for the interpretation of results for A, B, or V.

Exhibit B-1

Illustrations of proportionate and disproportionate numbers of cases

Example 1
Proportionate numbers of cases

	U	V	
A	100	150	250
B	200	300	500
C	300	450	750
	600	900	1,500

Example 2
Disproportionate numbers of cases

	U	V	
A	100	100	200
B	50	150	200
C	0	200	200
	150	450	600

Note that in Example 1 the number of cases in V is always 1 1/2 times the number of cases in U. Since this is true for every row (A, B, and C) we say the numbers are proportionate. Another way of saying the same thing is that A, B, and C always have numbers of cases in the proportions 1, 2, 3, i.e., this is true in both column U (100, 200, 300) and in column V (150, 300, 450). Thus, this table of numbers is proportionate.

In Example 2, 50% of the cases in A are in AU, and 50% are in AV, but 25% of the cases in B are in BU, 75% in BV. And none of the cases in C are in CU, so 100% are in CV. In other words, the relative proportions of cases in U and V changes from row to row. The lack of proportionality is also apparent in comparing columns U and V. We therefore say the numbers are disproportionate.

Proportionate numbers create no problems. Next we look at how proportionality in number of cases relates to number of successes and percentages of success. In Examples 3, 4, and 5 we use the same proportionate numbers of cases (respondents) as in Example 1, as shown in the tables on the left side of Exhibit B-2.

Every U subgroup--whether it is AU, BU, or CU--has 60% success, and every V subgroup--whether it is AV, BV, CV--has 40% success, as shown in the center table of Example 3. Since the AU subgroup is of size 100 and has 60% success, it has 60 successes (60% of 100). The numbers of successes for the other five subgroups are calculated similarly and shown in the right-hand table of Example 3. To find the total number of successes for all of group U, we have only to add up the number of successes for each of the three subgroups in U, finding 60 + 120 + 180 = 360 successes. The unadjusted percentage (that calculated from observed data) of success in group U is then 360/600 = 60%. When we do the same for group V and for groups A, B, C,

Exhibit B-2

Some simple examples of inference when the numbers of cases are proportionate

Example 3

	# of cases			% of success		# of successes			
	U	V				U	V		
A	100	150	250	60%	40%	60	60	120	48%
B	200	300	500	60%	40%	120	120	240	48%
C	300	450	750	60%	40%	180	180	360	48%
	600	900	1,500			360	360	720	
						60%	40%		48%

Example 4

	# of cases			% of success		# of successes			
	U	V				U	V		
A	100	150	250	40%	40%	40	60	100	40%
B	200	300	500	50%	50%	100	150	250	50%
C	300	450	750	60%	60%	180	270	450	60%
	600	900	1,500			320	480	800	
						53.3%	53.3%		53.3%

Example 5

	# of cases			% of success		# of successes			
	U	V				U	V		
A	100	150	250	50%	30%	50	45	95	38%
B	200	300	500	60%	40%	120	120	240	48%
C	300	450	750	70%	50%	210	225	435	58%
	600	900	1,500			380	390	770	
						63.3%	43.3%		51.3%

we find very satisfactory results. As the subgroup results lead us to expect, group U is 20% above group V. To state it another way, group U has a percentage of success that is 12% better than the overall percentage of success (48%), and group V has a percentage of success that is 8% poorer than the overall percentage of success. The subgroup results for the U and V levels of groups A, B, C would lead us to expect no difference between groups A, B, and C, and indeed this is the case. Thus, in this case, the percentages in the five marginal totals are completely consistent with the percentages for the six subgroups that generate the data.

Example 4 shows how differences between A, B, and C, given proportionate numbers in the subgroups, will appear as of the proper size when computed as above (from the subgroup data). In this example, the difference between U and V is zero, as the percentages of success in each subgroup would lead us to predict.

Example 5 is a little more complex. It assumes that each U subgroup does 20% better than the corresponding V subgroup, but that there are also differences between groups A, B, and C. Computing results for the marginal groups (A, B, C, U, V) using the data from the subgroups, as in Examples 3 and 4, leads to marginal results consistent with the subgroup percentages of success: Success is greater in group C than group B, and greater in group B than group A. Similarly, it is greater in group U than in group V.

When the numbers of cases in the subgroups are proportionate, it is also possible to work backwards -- to calculate the percentage of success in each subgroup from the percentage of success in the marginal groups, by using the total percentage of success, and the difference between each marginal group and the total. In Example 3, using the AU subgroup:

Total % success + (A% - total %) + (U% - total %)
= 51.3% - 13.3% + 12%
= 50%.

The result of carrying out this calculation for any of the other combinations is equally consistent. Thus when cases are proportionate, it is possible to calculate marginal percentages of success using subgroup data, or to calculate subgroup percentages of success using marginal data with equal degrees of accuracy. This is not so when the number of cases are not proportionate, and the following discussion will illustrate this and show how it creates problems in interpreting results.

Disproportionate numbers can make trouble. We now turn to a different set of of examples, where the numbers of respondents are not proportional within the categories. The upper left-hand corner of Exhibit B-3 shows the pattern. These numbers of cases were used in Example 2 to illustrate disproportionality.

Exhibit B-3

Some simple examples of inference when the numbers are disproportionate

Example 6

	# of cases			% of success		# of successes			
	U	V				U	V		
A	100	100	200	60%	40%	60	40	100	50%
B	50	150	200	60%	40%	30	60	90	45%
C	0	200	200	60%	40%	--	80	80	40%
	150	450	600			90	180	270	
						60%	40%		45%

Example 7

	# of cases			% of success		# of successes			
	U	V				U	V		
A	100	100	200	40%	40%	40	40	80	40%
B	50	150	200	50%	50%	25	75	100	50%
C	0	200	200	60%	60%	--	120	120	60%
	150	450	600			65	235	300	
						43.3%	52.2%		50%

Example 8

	# of cases			% of success		# of successes			
	U	V				U	V		
A	100	100	200	50%	30%	50	30	80	40%
B	50	150	200	60%	40%	30	60	90	45%
C	0	200	200	70%	50%	--	100	100	50%
	150	450	600			80	190	270	
						53.3%	42.2%		45%

Example 6 shows the same pattern for percent of success as Example 3, where there is no difference between A, B, and C within levels U and V and equal differences between U and V at each level of A, B, and C. In this example the marginal totals accurately reflect the difference between the U and V subgroups (60% and 40%) but they give quite an erroneous picture of the difference in success between groups A, B, and C. By examining the distribution of the number of cases it is evident that the marginal (unadjusted) ratio of successes to cases for category C is in actuality measuring the effect of V, since all cases are in group V and none in group U. Thus, in this example, one variable "masquerading" for another has affected the unadjusted estimates of the effects of the A-B-C categories. This would not be apparent if we had not simultaneously looked at both the A-B-C and U-V classifications. Given disproportionate numbers, the true difference between U and V both appears as itself and masquerades as differences among A, B, and C.

Example 7 shows how differences among A, B, and C can masquerade as differences between U and V. Example 8 shows how each of two sets of real differences can both appear for themselves and masquerade as the other.

In none of these examples do we obtain the percent of success for the subgroups by combining the overall success rate with the differences between group and total success rates, as we did when the numbers of cases were proportionate. Thus, in Example 8, the overall percent of success is 45, group A is 5% lower than this and group U is 8.3% higher, and when we add we get 45% - 5% + 8.3% = 48.3% for subgroup $\overline{AU}$, not 50% as we would like. However, let's assume an A difference of -10%, a B difference of 0%, a C difference of +10%, a U difference of +15% and a V difference of -5%. In this instance, the combinations are consistent. For example, 45% - 10% + 15% = 50% for the AU combination and 45% + 10% - 5% = 50% for the CV combination. It has been possible, then, to find an "adjusted" set of marginal percentages that has removed the distortion due to disproportionate numbers in the subgroups, at least in this instance where the group effects are the same from one subgroup to another.

The Need

Disproportionate numbers in real population groups produce the problem that we have been discussing. For example, a larger fraction of Blacks are found both in the inner city and in rural areas. Larger fractions of Blacks also have low parental education. When we look at the whole group of Black children, some of the deficit shown by the group comes from effects characterizing inner cities or rural areas and some from the effects of lower parental education.

We should do what we can to see through this sort of confusion. It was possible to adjust the data in Example 8 simply by inspecting the patterns of percentages for the six subgroups. These patterns, however, were based on

hypothetical data. In real data there are often complex differences among subgroups over and above the group effects. Furthermore, the hypothetical data of Example 8 involved only two characteristics. In real data there are often more than two characteristics involved, and the simple inspection technique that we used in finding the relationships in Example 8 will no longer work. There are, however, a number of ways to carry out computations that can help to reduce the distortion due to disproportionality. We next state the intended result of the calculation, then we say how we go about obtaining it.

A Balanced Fit

We intend to find group differences from the total percent success that, when combined by addition with each other and with the total percentage of success, give fitted percentages of success that correspond with the actual data in one simple way:

> --if we choose any group by a single characteristic, say group A in Example 8, and if we use the fitted percentages for each group and the actual numbers of cases in each subgroup (say AU) to calculate the number of successes for each subgroup, and if we then add these calculated numbers of successes, the total number of successes in each marginal group will be the same as the total observed in these groups in the actual data.

Suppose, for example, that we have 600 cases distributed as in the upper left of Exhibit B-4 and that the total number of successes (270) is distributed among groups A, B, C, U, and V as shown in the upper right of Exhibit B-4. The overall percentage of success is 270/600 or 45%. Now, if we let A, B, C, U, and V stand for differences between each group's percent success and total percent success, our definition of balancing says that the fitted number of successes in the AU subgroup may be represented by 100 (45% + A + U), the fitted number of successes in the AV subgroup is 100 (45% + A + V), and the number of fitted successes in group A is the sum of these two. Moreover, the definition says that this sum must be equal to the number of successes actually observed in group A, which is 80. Thus, we can write the equation 100 (45% + A + U) + 100 (45% + A + V) = 80. We can also write four other equations, two for the rows involving groups B and C and two for the columns involving groups U and V, as illustrated in the middle section of Exhibit B-4. If we try to solve these five equations for the five effects, however, we find that we are not able to obtain a unique solution. The equations are not independent since the three equations for the rows must sum to the overall total of 270 and likewise the two equations for the columns. We have only three independent equations, two for the rows and one for the columns, and we need two additional independent equations in order to find a single solution.

Exhibit B-4

An example of the procedure used in obtaining a balanced fit

Example 9

	# of cases		
	U	V	
A	100	100	200
B	50	150	200
C	0	200	200
	150	450	600

	# of successes		
	U	V	
A			80
B			90
C			100
	80	190	270

The representation of the fitted successes in the subgroups

Subgroup	Representation
AU	100 (45% + A + U)
AV	100 (45% + A + V)
BU	50 (45% + B + U)
BV	150 (45% + B + V)
CU	0
CV	200 (45% + C + V)

Equations

Combination

AU + AV	100 (45% + A + U) + 100 (45% + A + V) = 80
BU + BV	50 (45% + B + U) + 150 (45% + B + V) = 90
CU + CV	200 (45% + C + V) = 100
AU + BU + CU	100 (45% + A + U) + 50 (45% + B + U) + 0 = 80
AV + BV + CV	100 (45% + A + V) + 150 (45% + B + V) + 200 (45% + C + V) = 190
A + B + C	200 (A + B + C) = 0
U + V	150U + 450V = 0

The Solution

A difference = -10%
B difference = 0%
C difference = +10%
U difference = +15%
V difference = -5%

However, there is an additional requirement established by our definition. The A, B, and C differences must add up to zero since all that is left is the overall difference; likewise, the differences of U and V must balance each other (add to zero). This means that we can write two additional equations based on the numbers of cases in the margins of our table. These are:

$$150\ (45\% + U) + 450\ (45\% + V) = 270$$

and

$$200\ (45\% + A) + 200\ (45\% + B) + 200\ (45\% + C) = 270$$

and these reduce to

$$150U + 450V = 0$$

and

$$200A + 200B + 200C = 0$$

If we then use these two last equations along with any two of the three equations based on the rows and any one of the two equations based on the columns, we have five independent equations and five unknowns that can be solved for the five unique balanced differences. The solution gives the values in the lower part of Exhibit B-4, and it is observed that the solution is the same as we obtained in Example 8.

It is easy to look at this example and say, "Ah, I see. This example is the same as Example 8, and the balanced fit reproduces the number of successes in each subgroup exactly." Notice, however, that in Example 9 there are no numbers of successes given for the subgroups. It is true that the balanced fit of Example 9 does produce an exactly matching fit to the actual data of Example 8, but it is also a balanced fit to data that have different frequencies of success in the subgroups. Exhibit B-5 shows several patterns of successes all having the same balanced fit.

Thus, it may be seen that one balanced fit may result from many different patterns of actual differences among subgroups, depending on the interactions among the characteristics which define the groups. (Interactions are discussed in chapter 1). Therefore, balancing should not be interpreted as revealing the only "true" or "correct" differences among groups. Balanced results simply describe the results in a way which attempts to adjust for distortion due to disproportionate numbers of cases. In the absence of information about actual subgroup percentages of success, balancing is a way of using observed group differences to estimate what group differences we would have obtained if the numbers of cases were proportionate and there were no interactions among characteristics. Balancing does not remove all the complications from the data. It does strip off the concealment involved in masquerades caused by disproportionate numbers.

More General Cases

We have considered only two characteristics, one with two groups, the other with three. The same technique extends to more groups. Extensions to more

Exhibit B-5

Examples of possible observations
leading to the same balanced fits

The pattern of numbers of cases (for all examples)

	U	V	
A	100	100	200
B	50	150	200
C	0	200	200
	150	450	600

Some alternative patterns of numbers of successes

	U	V	
A	50	30	80
B	30	60	90
C	--	100	100
	80	190	270

	U	V	
A	40	40	80
B	40	50	90
C	--	100	100
	80	190	270

	U	V	
A	70	10	80
B	10	80	90
C	--	100	100
	80	190	270

	U	V	
A	80	0	80
B	--	90	90
C	--	100	100
	80	190	270

Remark

Since the numbers of successes for the A, B, C, U, V single-characteristic groups are 80, 90, 100, 80, 190 for each of the four examples, the fit of Exhibit B-4 is a balanced fit for each pattern.

characteristics involve more complicated equations, but the interpretations are equally straightforward, so long as we realize that what we balance are the numbers -- or equivalently the percents -- of success for all groups defined by any single characteristic (and not necessarily for any subgroup defined by two or more characteristics).

If, as in this report, we balance
-- sex, two groups
-- color, three groups (including unascertained)
-- region, four groups
-- education, five groups (including unascertained)
-- type of community, seven groups

we have taken a long step to reduce masquerading. But it would be wrong to think that we have gone the whole way, for:

-- we have not yet used all, merely most, of the characteristics that were collected
-- we have only used these characteristics in a rather limited way (we could have used more than four regions, more types of communities, final classifications of years of school completed, for instance).
-- we know that the overt characteristics are less than perfect measures of the variables that should concern us (years of school is a less-than-perfect measure of parental education, which is itself a less-than-perfect measure of either home attitude toward education or available aid in homework)
-- there are other characteristics of importance, e.g., economic status, that were not measured.

The deficiencies of balancing are clear; it cannot be the final answer. But the step from unadjusted comparisons to balanced ones is a long step from outward appearance toward -- toward, not to -- inward realities. The problem facing the schools is usually better shown by unadjusted values; the effectiveness of the educational process for a group is often better indicated by balanced results.

We see then that the purpose of analysis and adjustment is to help the data reveal information that they cannot give in their raw form. Aside from the dangers of misinterpretation, we have the political arguments for and against adjustment. First, against: If adjustment for background variables seems to reduce the differences between a group of the population and the national average, it has been argued that this tends to minimize the disadvantage of the group and, it is further argued, that adjustment should not be made. The direction of the effect of an adjustment is not necessarily one-way; adjustments can increase differences as well as decrease them. Those arguing against adjustment in the reduction case would presumably argue for it in the case of increased discrepancies.

A second argument favors adjustment. It argues that we must adjust for important variables (presuming that the adjustment will reduce differences so that we show the potential of the disadvantaged group).

Clearly the people making the first and second argument want the same thing, to improve the position of the disadvantaged group, and of course, this is a national goal. Steps toward achieving such goals do depend on searching for causes and methods of improvement, on finding weak spots in a system and so on. We should therefore look at our data in every way we can for hints about how the system works and how to improve it. Analysis and adjustment are tools for doing this. The question is not whether to adjust or not, but "What are the useful ways?," and "What do the variables mean?," "What further variables do we need to measure?," and "How shall we interpret the results?"

APPENDIX C

SUMMARY OF CITIZENSHIP OBJECTIVES

APPENDIX C

SUMMARY OF CITIZENSHIP OBJECTIVES

The nine Citizenship goals for which achievement was assessed in the first cycle are listed below, along with the more specific objectives subsumed under each. The document, Citizenship Objectives[1], presents a paragraph of detailed behavioral illustrations for each specific objective and describes the process of developing objectives. The first-cycle objectives were developed in 1965. In 1969 they were revised in preparation for the second cycle of Citizenship assessment. The revised objectives will be published and available in the near future.

A. SHOW CONCERN FOR THE WELFARE AND DIGNITY OF OTHERS

1. Treat all individuals with respect.
2. Consider the consequences for others of their own actions.
3. Guard safety and health of others.
4. Help other individuals voluntarily.
5. Are loyal to country, to friends, and to other groups whose values they share.
6. Understand and oppose unequal opportunity in the areas of education, housing, employment, and recreation.
7. Seek to improve the welfare of groups of people less fortunate than they.

B. SUPPORT RIGHTS AND FREEDOMS OF ALL INDIVIDUALS

1. Understand the value of constitutional rights and freedoms.
2. Recognize instances of the proper exercise or denial of constitutional rights and liberties, including due process of law.
3. Defend rights and liberties of all kinds of people uniformly.

C. HELP MAINTAIN LAW AND ORDER

1. Understand the need for law and order.

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[1] Available from Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, Colorado 80203.

2. Are conscious of right and wrong behavior.

3. Comply with public law and school rules.

4. Help authorities in specific cases.

5. Protest unjust rules openly.

6. Inform themselves about the law.

D. KNOW THE MAIN STRUCTURE AND FUNCTIONS OF OUR GOVERNMENTS

1. Recognize the purposes of government.

2. Recognize the main functions and relations of governmental bodies.

3. Recognize the importance of political opposition and diverse interest groups.

4. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.

5. Recognize the structure and operation of political parties.

6. Know structure of school and student government.

E. SEEK COMMUNITY IMPROVEMENT THROUGH ACTIVE, DEMOCRATIC PARTICIPATION

1. Believe that each person's civic behavior is important, and convey this belief to others.

2. Recognize important civic problems and favor trying to solve them.

3. Actively work for community imporvement.

4. Participate in local, state, and national governmental processes.

5. Apply democractic procedures on a practical level when working in a group.

6. Display fairness and good sportsmanship toward others.

F. UNDERSTAND PROBLEMS OF INTERNATIONAL RELATIONS

1. Are aware of the problems of international conflict and dangers to national security.

2. Seek world peace and freedom for all peoples.

G. SUPPORT RATIONALITY IN COMMUNICATION, THOUGHT, AND ACTION ON SOCIAL PROBLEMS

1. Try to inform themselves on socially important matters and to understand alternative viewpoints.

2. Evaluate communications critically and form their own opinions independently.

3. Weigh alternatives and consequences carefully, then make decisions and carry them out without delay.

4. See relations among social problems and have good ideas for solutions.

5. Support free communication and communicate honestly with others.

6. Understand the role of education in developing good citizens.

H. TAKE RESPONSIBILITY FOR OWN PERSONAL DEVELOPMENT AND OBLIGATIONS

1. Further their own self-improvement and education.

2. Plan ahead for major life changes.

3. Are conscientious, dependable, self-disciplined, and value excellence and initiative.

4. Economically support self and dependents.

I. HELP AND RESPECT THEIR OWN FAMILIES (Ages 9, 13, 17)

1. Respect the reasonable authority of their parents, or guardians, and help with home duties and problems.

2. Help younger brothers and sisters to develop into good citizens.

3. Discuss social matters with their families and respect the views of all family members.

NURTURE THE DEVELOPMENT OF THEIR CHILDREN AS FUTURE CITIZENS (Adults)

4. Provide for the basic needs and health of their children.

5. Encourage cooperative, ethical relations to authority and to other individuals.

6. Develop in their children a broadening awareness, independence, and rationality.

APPENDIX D

RESULTS FOR ALL CITIZENSHIP EXERCISES

APPENDIX D

RESULTS FOR ALL CITIZENSHIP EXERCISES

The data for all Citizenship exercises follow. The exercises are organized by goal, so that the data for all exercises under Goal A, both released and unreleased, are shown first, then Goal B, and so on through Goal I. Within each goal, released exercises are presented first and numbered beginning with 1 (e.g., in Goal A released exercises are numbered A1, A2, . . . etc.). Unreleased exercises follow, beginning with number 51 (A51, A52, . . . etc.). For released exercises only, the objective measured by the exercise, and each part corresponding to a result is described briefly in words just above the numerical data. Report 2 describes each exercise and result in more detail.

In each row of the table, the codes and data appear in the following order from left to right:

1. Result number (Res)

2. Age level ("adults" is abbreviated "ad")

3. National percentage giving the desired response (Natl Pval)

4. The observed difference from national percentage (% Diff) for each group, followed on the next line below by the balanced difference from national percentage (Bal Diff) for each group. Each column of percentage differences is headed by an abbreviation of the group to which it applies (e.g., N.East for the Northeast region of the U.S.).

If a group's performance was below the national percent, a minus sign is shown. If it is above the national percent, the positive sign is assumed, but not shown.

Some released results are followed by the phrase "(not in exhibits)", and some unreleased result numbers are preceded by an asterisk (*). These indicate that the result was not included in calculating medians and is not included in the exhibits of median differences or the bar graphs of the distribution of results. These results are omitted from all exhibits because they unnecessarily duplicate similar results from the same exercise. In general, where a series of results indicate different levels of the same kind of achievement (e.g., Name 1 or more..., ... 2 or more ..., ... 3 or more ..., etc.) only two of the results

for that exercise are included in the exhibits.

An "(mc)" at the end of a line of text indicates the exercise was of the multiple-choice type, rather than one to which the respondent had to provide the answer or participate in a given situation.

Tables of median standard errors for each group, and of individual standard errors for each exercise and result are given in Appendix E for the reader who wishes to estimate whether the difference between two percentages may be attributed only to sampling variation, or is larger than would be expected by chance.

Res	Age	Natl Pval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
EXER. A 8 OBJECTIVE: Treat all individuals with respect; do not condemn others on the basis of irrelevant personal or social characteristics.																								
Willing to have a person of a different race...																								
Be your dentist or doctor?																								
1	11	80.4	% DIFF	3.3	-10.4	4.8	-0.3	1.1	-1.0	-2.6	-0.3	-3.8	-4.7	5.3	0.2	-0.8	0.7	-4.4	-0.6	-5.7	-8.0	-0.5	2.8	-5.1
			BAL DIFF	3.0	-10.0	4.5	0.2	1.2	-1.2	-0.2	0.6	-5.8	-5.0	3.1	0.0	1.2	0.2	-1.0	-1.0	-3.8	-2.3	-0.9	1.8	-3.3
1	17	75.8	% DIFF	3.3	-8.1	2.1	2.8	1.8	-1.6	2.0	4.7	1.4	6.4	2.7	-5.0	-5.0	-4.6	17.3	18.4	14.5	-3.7	0.2	-2.5	8.2
			BAL DIFF	3.7	-11.7	4.2	3.5	2.0	-1.8	-2.5	-4.5	3.8	4.5	2.3	-1.0	-2.0	-5.6	23.5	17.3	16.7	-5.4	0.0	-1.9	1.8
1	A4	78.2	% DIFF	2.9	-15.9	2.8	7.1	4.7	-4.4	3.0	12.7	1.1	11.8	-8.0	2.9	-4.5	-2.4	14.0	8.4	-0.8	-8.1	4.6	6.3	-24.1
			BAL DIFF	2.8	-16.0	5.0	4.6	3.7	-3.4	4.9	7.1	-1.7	6.4	-10.0	6.2	1.5	-2.7	15.5	9.9	-8.1	-6.3	5.8	7.3	-24.5
Live next door to you?																								
2	11	81.9	% DIFF	5.9	-12.2	3.8	-0.3	-3.1	2.9	3.9	2.2	1.8	-7.7	4.5	0.8	-4.5	0.6	-2.5	-4.6	-10.5	-6.1	-2.1	3.5	1.8
			BAL DIFF	5.4	-11.8	3.4	0.3	-3.0	2.9	6.9	2.5	-1.8	-9.5	2.4	0.3	-1.4	0.3	-0.3	-5.2	-7.3	-3.5	-2.7	2.7	8.2
2	17	77.3	% DIFF	8.7	-13.9	2.3	2.3	-3.4	3.0	2.0	1.7	-0.9	0.3	1.0	-4.3	1.1	-2.8	10.0	11.8	-2.3	0.3	0.8	-0.4	9.3
			BAL DIFF	10.9	-14.1	3.8	3.8	-3.7	3.3	5.2	-5.7	-2.3	-3.2	-2.3	-0.8	5.2	-3.7	17.8	7.4	-0.6	-0.9	0.2	0.4	4.7
2	A4	66.5	% DIFF	0.5	-14.7	3.9	2.8	-1.1	1.0	2.8	3.1	9.8	0.4	-5.3	-1.4	-5.1	-3.2	13.6	20.3	-1.6	-10.2	5.4	7.3	-22.1
			BAL DIFF	0.9	-14.4	6.4	-1.2	-2.2	2.0	3.4	-5.7	7.5	0.1	-7.4	2.3	1.3	-4.4	20.3	25.8	-4.0	-8.9	6.5	7.8	-23.1
Represent you in some elected office?																								
3	11	80.0	% DIFF	2.0	-7.0	2.9	0.6	1.8	-1.7	-3.2	-4.2	3.1	-12.4	7.5	-0.9	-0.1	1.4	-7.8	-4.6	-0.7	-4.3	-1.0	3.1	-9.4
			BAL DIFF	1.2	-5.4	2.3	1.0	1.6	-1.5	-1.1	-0.3	0.6	-11.9	5.9	-1.3	0.6	0.9	-4.6	-4.3	0.8	-3.1	-1.1	2.3	-6.5
3	17	82.3	% DIFF	2.9	-5.9	1.6	0.9	-3.5	3.1	-1.5	-2.9	6.6	2.2	-0.2	1.6	-2.7	1.0	-5.6	-0.3	2.3	-4.3	2.3	0.3	-11.9
			BAL DIFF	2.6	-5.8	2.1	-0.3	-4.2	3.7	0.0	-2.6	5.6	2.4	-1.8	1.8	-1.9	0.5	-3.5	1.4	3.3	-3.0	2.3	-0.7	-13.4
3	A4	81.7	% DIFF	2.1	-16.0	4.3	6.3	-2.1	1.9	-6.8	-6.7	11.0	0.7	1.9	-3.8	-5.3	0.2	-4.6	5.7	-3.3	-1.1	8.0	3.0	-38.2
			BAL DIFF	1.3	-13.9	5.3	4.1	-2.8	2.6	-7.3	-6.2	8.4	0.1	-1.0	-0.5	-1.9	-0.7	1.0	7.9	-1.9	0.2	7.4	1.3	-32.9
Sit at a table next to yours in a crowded restaurant?																								
4	11	81.5	% DIFF	2.5	-8.5	5.5	-3.0	-3.1	3.0	-2.2	-2.9	6.7	-5.5	0.0	2.4	-1.7	1.6	-7.8	-9.7	-12.9	-7.5	-3.2	5.9	-7.4
			BAL DIFF	1.9	-6.5	4.4	-2.8	-3.1	3.0	0.1	1.5	3.1	-6.3	-1.1	1.5	-0.3	1.0	-4.9	-6.2	-9.2	-5.5	-3.4	4.9	-3.6
4	17	89.9	% DIFF	4.3	-8.8	2.9	0.4	-1.1	0.9	-4.4	1.0	3.1	5.0	2.5	-0.0	-4.4	-0.5	1.7	2.4	0.1	-4.1	1.3	1.1	0.3
			BAL DIFF	3.9	-9.0	3.8	-0.3	-1.4	1.3	-3.0	-1.8	2.0	4.1	0.5	1.5	-2.5	-1.3	6.0	3.1	2.1	-3.7	1.1	0.6	-2.1
4	A4	88.1	% DIFF	2.8	-11.4	1.5	5.0	0.4	-0.3	-4.4	-1.8	7.4	1.3	0.5	-3.2	-3.1	-0.5	-0.3	7.5	-5.3	-2.3	5.4	8.0	-32.5
			BAL DIFF	2.4	-9.6	2.8	2.2	-0.1	0.1	-3.5	-1.0	4.3	-0.2	-1.8	-0.6	0.6	-1.3	4.1	11.2	-5.4	-1.1	5.2	7.6	-31.8
Stay in the same hotel or motel as you?																								
5	11	87.8	% DIFF	1.5	-7.6	3.9	-2.9	0.4	-0.4	-2.8	-5.4	4.1	-4.9	4.3	0.9	-2.0	1.9	-9.0	-11.3	-21.4	-4.6	-1.9	4.1	-1.8
			BAL DIFF	2.5	-5.6	3.0	-2.3	0.3	-0.3	-0.1	-0.8	0.7	-5.7	2.6	0.3	-0.6	1.3	-6.3	-7.8	-18.0	-2.4	-2.1	1.1	1.1
5	17	91.7	% DIFF	2.8	-7.5	3.7	-0.7	-0.4	0.3	-4.8	2.1	2.1	1.6	2.1	0.8	-2.8	0.1	-0.5	-0.8	-4.9	-2.4	1.8	1.5	-2.6
			BAL DIFF	2.8	-7.1	4.0	-0.8	-0.9	0.8	-2.7	0.6	0.7	0.8	0.2	1.9	-1.4	-0.5	1.1	-0.2	-3.5	-2.3	1.5	1.2	-3.8
5	A4	89.1	% DIFF	1.7	-10.9	3.3	1.4	1.5	-1.4	1.8	-2.8	5.8	-1.2	1.1	-2.1	-4.0	-0.1	-0.3	1.9	-5.8	-3.1	7.4	7.0	-33.8
			BAL DIFF	1.2	-9.9	4.1	1.4	1.0	-1.0	2.9	-1.6	3.1	-2.4	-1.4	0.1	-0.5	-1.0	4.8	5.3	-5.9	-2.3	7.2	6.8	-32.8

Feel they should act to help stop discrimination in a public park.																							
1	11	82.7	% DIFF	-0.5	-1.5	1.1	0.8	2.9	-2.9	1.9	-7.5	4.7	-4.0	1.5	-0.8	0.5	1.5	-7.7	-6.6	-10.1	-1.0	1.2	1.8	-12.8
			BAL DIFF	-0.8	0.6	-0.2	0.2	1.1	-3.1	2.7	-2.3	3.8	-1.7	0.4	-0.6	-0.8	1.1	-6.1	-8.1	-10.3	0.7	1.0	1.5	-11.2
1	17	90.6	% DIFF	1.0	-5.0	1.9	1.8	-1.6	1.8	-0.6	0.7	-1.8	-1.7	-0.8	0.5	1.3	0.8	-0.0	-6.8	-1.8	-1.5	2.1	0.7	-21.2
			BAL DIFF	1.7	-6.6	2.8	1.8	-1.9	1.7	0.5	-0.5	-2.3	-2.5	-1.5	1.3	2.6	0.1	1.7	-7.0	-0.3	-1.0	1.5	0.1	-27.1
1	All	79.7	% DIFF	2.6	-9.1	1.6	2.1	0.1	-0.1	-0.5	-10.2	9.2	8.9	-6.6	0.7	8.5	-1.3	8.9	6.3	-0.2	-7.4	-1.8	8.5	-11.6
			BAL DIFF	1.9	-11.8	3.2	2.9	0.2	-0.2	1.3	-16.3	7.9	0.3	-6.0	1.3	7.8	-2.0	15.1	5.5	0.8	-7.0	-1.0	6.6	-8.3
Stated 1 or more actions they could take																							
2	11	80.7	% DIFF	-2.1	-2.7	0.5	6.7	-0.1	0.1	0.5	-3.2	1.8	8.0	-1.3	-0.4	-0.6	1.3	-7.2	-5.0	-16.1	-3.2	0.8	2.2	-6.4
			BAL DIFF	-2.2	-0.8	-0.8	6.5	-0.2	0.2	1.8	1.8	0.7	5.8	-1.7	-0.8	-1.8	1.6	-7.5	-7.9	-18.9	-2.1	1.0	1.6	-6.5
2	17	91.7	% DIFF	-0.2	-5.8	1.4	1.4	0.8	-0.3	3.0	-6.1	-2.0	-3.4	5.3	0.4	-0.6	1.3	-6.5	-8.0	-6.1	-3.6	2.8	1.1	-36.6
			BAL DIFF	-0.4	-5.8	3.7	1.5	-0.1	0.1	3.2	-5.3	-3.3	-4.2	3.9	1.1	0.6	0.7	-3.1	-8.0	-4.8	-1.7	2.0	1.1	-39.5
2	All	91.8	% DIFF	2.0	-5.1	0.3	1.3	0.0	-0.0	-3.8	-1.8	9.1	8.5	-3.6	-1.2	-0.6	-1.3	9.5	5.2	0.9	-6.3	1.9	2.9	-11.1
			BAL DIFF	1.5	-6.0	1.5	0.9	-0.0	0.0	-2.8	-6.7	9.0	1.6	-2.8	-1.1	1.1	-1.6	11.8	5.1	1.5	-6.0	2.1	1.5	-9.8
...2 or more... (not in exhibits)																							
3	11	39.2	% DIFF	-5.4	-3.6	5.1	4.8	1.5	-1.5	-8.2	-15.2	12.0	1.7	3.8	-2.2	1.3	2.5	-10.8	-18.5	-7.7	-7.9	-1.9	4.4	-4.5
			BAL DIFF	-6.3	-0.8	3.7	5.0	0.8	-0.8	-7.7	-9.1	9.2	2.9	3.9	-2.2	-0.4	1.7	-6.1	-15.2	-3.6	-3.8	-1.6	2.7	-2.2
3	17	52.4	% DIFF	-0.4	-7.0	3.2	8.0	0.2	-0.2	-5.7	-5.7	-5.1	0.8	7.3	1.3	-1.2	2.4	-18.2	-2.2	-11.2	-11.5	2.2	6.8	11.0
			BAL DIFF	-2.7	-7.4	2.4	3.2	-0.3	0.3	-8.2	1.0	-9.5	-1.2	6.7	-0.1	0.3	1.9	-11.1	-2.2	-10.0	-12.8	1.5	7.0	6.7
3	All	50.0	% DIFF	7.0	-13.5	-1.5	4.5	3.5	-3.2	-6.9	5.0	18.7	5.5	-0.1	-5.7	-8.3	-2.6	19.0	8.5	-3.0	-0.0	0.4	8.8	-36.6
			BAL DIFF	4.2	-12.3	-0.5	2.9	3.5	-3.2	-4.5	-2.9	11.5	-1.9	1.6	-4.2	-4.5	-1.2	21.0	10.9	-2.0	0.2	0.8	7.1	-27.7
...3 or more...																							
4	11	10.6	% DIFF	-2.5	-0.9	2.1	1.4	0.7	-0.7	-3.6	-3.8	-2.3	-0.9	2.4	-0.5	2.3	0.8	-2.4	-8.4	-0.3	-1.9	0.2	1.0	-1.0
			BAL DIFF	-2.7	-0.3	1.6	2.1	0.4	-0.4	-3.6	-1.2	-3.2	-0.7	2.3	-0.4	1.7	0.6	-1.4	-7.6	-4.4	-1.0	0.1	0.6	0.4
4	17	16.0	% DIFF	3.3	-3.2	-0.8	0.4	2.3	-2.1	-0.3	-4.6	-0.4	-0.7	6.6	-1.7	0.3	0.7	-4.1	-0.4	-2.0	1.4	-2.6	2.8	-3.1
			BAL DIFF	2.4	-2.4	-0.8	0.9	1.9	-1.8	1.8	-3.2	-2.2	-1.1	5.2	-1.8	1.4	0.5	-2.2	-1.8	-6.7	1.8	-2.7	2.4	-4.2
4	All	18.6	% DIFF	8.9	-6.2	-3.7	8.4	1.4	-1.3	-6.1	-3.8	12.1	5.7	-2.9	0.8	-6.6	-0.5	3.7	1.5	-2.4	-1.4	-0.3	7.6	-13.4
			BAL DIFF	7.7	-5.2	-2.8	3.6	1.4	-1.1	-4.5	-4.1	9.6	2.3	-2.3	1.6	-5.0	-0.8	5.6	2.0	-1.4	-0.9	-0.7	5.8	-12.7
...4 actions...(not in exhibits)																							
5	11	2.2	% DIFF	-1.4	0.3	0.9	0.4	0.3	-0.3	0.2	-2.2	-1.0	0.3	-1.6	-0.4	2.9	0.3	-1.0	-2.2	-2.2	-2.2	1.6	-0.8	0.3
			BAL DIFF	-1.0	-0.2	0.8	0.5	0.2	-0.2	0.3	-1.6	-0.8	0.1	-1.8	-0.4	2.8	0.1	-0.2	-2.2	-2.2	-2.3	1.6	-0.9	1.9
5	17	2.7	% DIFF	1.5	-1.5	-1.0	1.3	0.6	-0.6	-1.4	0.9	4.0	-1.0	-0.2	-1.1	-0.0	0.0	0.6	-1.8	-2.1	-1.1	-0.8	1.5	4.2
			BAL DIFF	1.4	-1.4	-0.9	1.6	0.6	-0.6	-0.3	1.0	3.3	-1.7	-0.5	-1.4	0.8	-0.1	1.4	-2.2	-2.1	-0.9	-0.6	1.1	4.0
5	All	5.5	% DIFF	2.8	-3.1	-2.4	2.5	2.1	-1.9	-2.2	-2.4	7.1	4.9	-2.1	-1.0	-1.9	-0.3	1.3	3.6	-2.6	1.2	-0.1	3.9	-5.6
			BAL DIFF	2.4	-2.8	-1.9	1.6	2.0	-1.9	-1.6	-2.4	5.8	2.7	-1.9	-0.2	-1.1	-0.5	2.7	4.1	-2.1	1.5	-0.1	3.8	-5.3
Of those who feel they should act: percent who also stated one or more things they could do. (not in exhibits)																							
6	11	96.7	% DIFF	0.8	-2.3	-1.6	5.6	-0.7	0.8	2.7	-1.7	2.1	3.6	-2.2	-0.6	0.0	0.6	-5.5	3.1	-2.0	-1.1	-0.5	1.0	-2.1
			BAL DIFF	0.7	-1.6	-2.1	5.1	-0.7	0.8	3.4	1.2	0.5	4.7	-2.5	-1.0	-0.1	0.8	-6.7	-0.2	-0.5	-1.0	-0.5	0.8	-1.7
6	17	95.9	% DIFF	-0.8	-2.5	1.3	0.9	0.3	-0.3	2.5	-1.8	-0.3	-3.8	3.5	1.1	-1.2	1.0	-6.1	-0.0	-4.3	-2.5	0.6	1.7	0.5
			BAL DIFF	-1.6	-1.3	1.6	1.1	0.1	-0.1	2.7	-1.8	-1.2	-4.1	3.1	0.8	-0.8	0.7	-4.2	-0.4	-3.5	-1.4	0.2	1.6	-1.3
6	All	97.6	% DIFF	-0.6	-1.9	0.9	2.4	1.9	-1.9	-1.2	1.9	5.2	0.6	2.5	-1.4	-4.8	-0.5	2.3	1.9	2.2	-2.6	3.1	-4.1	-0.4
			BAL DIFF	-0.6	-1.1	0.9	1.8	2.1	-1.9	-1.6	1.2	6.0	0.3	2.3	-1.4	-4.3	-0.3	2.0	0.4	1.6	-2.6	2.7	-5.1	-1.0

Pos	Age	Natl Eval	REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Black Unknown	PARENTAL HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
EXPR. A 1 OBJECTIVE: Help other individuals voluntarily.																							
Described how they have helped another boy or girl outside of school																							
...within past year																							
1	9	58.7	% DIFF	0.9	-2.7	2.3	-1.5	-2.0	2.0	-6.0	0.7	3.0	0.1	-0.4	4.5	-4.7	1.3	-4.8	-8.9	5.3	-0.6	0.7	6.2	-11.9
			BAL DIFF	-0.1	-1.9	3.0	-1.8	-2.3	2.3	-6.6	8.0	1.6	1.9	-0.7	3.5	-5.3	1.0	-4.1	-6.5	6.9	0.5	0.5	6.0	-12.0
1	11	78.2	% DIFF	-0.8	2.5	1.6	-3.4	0.4	-0.4	-0.7	-5.5	2.2	0.9	-1.0	-0.2	1.9	1.2	-0.3	-16.4	-11.3	-5.8	0.1	3.4	-7.7
			BAL DIFF	-0.9	3.0	0.3	-2.1	0.4	-0.4	-1.2	-2.6	1.7	2.0	-0.8	-1.0	1.5	0.7	1.1	-12.6	-10.8	-6.4	0.1	3.2	-6.5
...within past six months (not in exhibits)																							
2	9	46.7	% DIFF	-1.1	-1.9	2.8	-0.8	-2.1	2.1	-5.3	-0.2	2.8	4.6	-0.3	1.4	-2.9	1.0	-2.7	-8.0	-0.7	-3.3	-0.1	6.1	-9.6
			BAL DIFF	-2.4	-0.6	3.3	-1.2	-2.4	2.5	-6.4	5.2	1.7	6.3	-0.3	0.7	-3.6	0.6	-1.5	-5.9	0.5	-2.7	-0.1	6.1	-9.9
2	11	68.9	% DIFF	0.1	1.8	0.3	-2.2	0.9	-0.9	-0.0	-8.9	-1.3	-2.6	0.5	0.1	4.0	1.6	-1.8	-18.3	-11.8	-7.3	-0.1	4.7	-12.1
			BAL DIFF	0.1	1.9	-1.4	-0.1	0.8	-0.7	0.2	-4.9	-2.7	-1.1	0.3	-1.0	4.1	0.9	1.0	-14.7	-11.4	-8.3	-0.5	4.7	-10.0
...within past three months (not in exhibits)																							
1	9	39.8	% DIFF	-0.1	-1.9	1.2	0.2	-1.1	1.1	-4.2	2.8	2.9	1.0	0.4	3.5	-6.1	0.3	0.2	-3.9	-3.4	1.1	-0.1	5.4	-9.0
			BAL DIFF	-1.1	-1.0	1.9	-0.4	-1.5	1.5	-5.0	5.5	2.0	2.2	0.5	3.1	-6.4	-0.0	1.1	-2.0	-3.1	1.4	0.1	5.4	-9.5
1	11	62.3	% DIFF	-0.0	2.4	-1.0	-0.8	0.0	0.0	1.4	-9.2	1.5	-2.7	0.7	-0.9	3.2	1.4	-0.8	-18.1	-11.2	-3.7	0.9	3.3	-9.8
			BAL DIFF	0.0	2.1	-2.6	1.2	-0.3	0.3	1.3	-6.1	0.7	-1.1	0.8	-1.9	3.1	0.9	1.8	-15.8	-10.6	-4.3	-0.2	3.1	-8.2
...within past month																							
4	9	32.1	% DIFF	-0.0	-1.5	0.9	0.1	-1.4	1.5	-3.3	5.4	2.1	0.8	1.3	1.3	-5.0	0.2	1.7	-6.3	-6.1	-0.3	2.0	3.5	-7.4
			BAL DIFF	-1.2	-0.6	1.2	0.3	-1.7	1.8	-3.7	8.4	1.5	2.0	1.5	0.7	-5.5	0.2	1.5	-5.7	-5.4	0.0	2.3	3.6	-8.1
4	11	50.9	% DIFF	-1.7	2.7	-1.0	0.6	1.8	-1.8	-0.4	-6.1	1.0	-3.2	2.9	-2.8	3.2	1.0	-1.2	-12.1	-11.1	-0.5	-0.3	1.7	-3.5
			BAL DIFF	-1.8	2.7	-2.0	1.9	1.1	-1.1	-0.5	-3.6	0.3	-2.4	3.1	-3.2	2.7	0.8	-0.1	-10.9	-11.4	-1.1	-0.3	1.7	-2.7
...within past week (not in exhibits)																							
5	9	17.1	% DIFF	0.2	-0.1	-0.1	0.1	-0.0	0.0	-0.8	8.7	1.3	-0.4	1.9	0.6	-5.8	-0.4	2.8	0.7	-2.7	3.2	-0.4	0.5	-0.9
			BAL DIFF	-0.4	0.7	0.0	-0.2	-0.2	0.2	-1.1	8.4	1.3	-0.0	2.1	0.4	-6.0	-0.0	0.6	-0.5	-2.9	3.2	0.1	0.6	-1.6
EXPR. A 2 OBJECTIVE: Are loyal to friends. Treat all individuals with respect; do not condemn others on the basis of irrelevant personal or social characteristics.																							
Willing to associate with friend whose father was in jail																							
1	9	56.1	% DIFF	-0.1	4.2	-3.4	0.8	0.1	-0.1	-2.8	-12.8	4.6	-5.1	-3.3	3.8	4.2	2.4	-10.0	-14.0	-1.9	4.0	-1.1	4.8	-7.8
			BAL DIFF	-0.1	4.1	-1.8	1.4	0.2	-0.2	-1.4	-4.3	1.8	-2.7	-1.1	2.1	3.0	2.1	-9.2	-12.0	-1.5	4.9	-1.9	1.9	-5.9
1	11	70.3	% DIFF	-0.2	-1.4	5.1	-2.7	-1.9	1.9	-2.6	-6.8	6.0	2.4	-2.1	1.4	-0.6	2.3	-6.5	-18.5	-17.2	-7.0	-1.3	4.1	-2.9
			BAL DIFF	-0.4	-2.3	3.7	-1.9	-2.1	2.0	-1.2	0.4	3.3	4.2	-1.7	0.9	-0.8	2.1	-5.6	-17.3	-15.2	-4.9	-1.2	3.2	-1.3
Willing to associate and gave a reason																							
2	9	47.8	% DIFF	4.0	3.1	-6.0	0.9	-0.8	0.8	-1.0	-15.1	2.7	-4.4	1.2	3.1	0.3	2.9	-12.4	-16.4	-3.4	3.6	-0.8	5.0	-8.3
			BAL DIFF	3.5	4.3	-7.3	2.0	-0.7	0.7	2.1	-4.4	-1.1	-1.7	1.4	1.1	-1.0	2.8	-12.0	-15.2	-2.7	5.5	-1.4	3.9	-6.4
2	11	76.9	% DIFF	0.6	-3.8	5.8	-4.0	-2.7	2.7	-5.8	-5.8	8.8	1.7	-0.3	-0.9	-0.7	2.4	-6.5	-19.4	-17.0	-7.9	-1.1	4.2	-2.5
			BAL DIFF	0.2	-2.1	4.4	-3.4	-3.1	3.0	-4.6	1.5	6.2	5.3	-1.8	-1.6	-0.9	2.1	-5.6	-18.1	-14.9	-5.2	-1.1	3.1	-1.4
EXPR. A 3 OBJECTIVE: Understand and oppose unequal opportunity in recreation. Help other individuals voluntarily. Recognize ways for citizens to influence government action.																							

Willing to associate with a person of a different race in 3 or more situations. (not in exhibits)

6	13	90.0	% DIFF	2.8	-8.6	5.1	-2.8	-0.4	0.4	-2.2	-2.0	2.0	-4.9	4.4	1.9	-3.6	1.5	-6.1	-12.9	-10.7	-4.6	-2.4	4.1	-4.7
			BAL DIFF	1.8	-6.9	4.2	-1.6	-0.4	0.4	0.1	1.7	-1.1	-5.1	2.9	1.3	-2.3	1.1	-3.6	-11.4	-6.3	-2.3	-2.8	3.2	-1.9
6	17	88.7	% DIFF	4.2	-9.1	3.6	-0.4	-1.5	1.3	-0.9	1.2	-0.5	4.1	2.0	0.2	-4.0	-1.5	4.3	8.7	0.1	-2.2	1.9	-0.5	4.6
			BAL DIFF	4.4	-10.5	4.8	-0.9	-1.9	1.7	-0.9	-3.3	-0.5	3.3	-0.1	2.7	-1.9	-2.3	8.8	8.5	1.8	-2.4	1.6	-0.5	0.6
6	All	87.3	% DIFF	4.8	-12.8	0.9	4.8	-0.8	0.7	-1.4	6.1	9.3	4.3	-5.0	0.0	-6.1	-0.9	6.8	1.2	-3.4	-4.0	4.4	5.9	-26.5
			BAL DIFF	3.8	-12.0	2.7	2.8	-1.2	1.1	0.2	4.4	5.8	1.2	-6.5	2.9	-2.1	-1.4	8.8	4.1	-4.1	-2.7	4.7	5.2	-25.1

Willing to associate with a person of a different race in 4 or more situations. (not in exhibits)

7	13	77.1	% DIFF	6.2	-14.9	7.4	-4.0	-1.1	1.1	-3.6	-0.6	5.4	-4.9	5.0	3.1	-6.6	1.3	-5.6	-9.8	-20.6	-9.9	-1.8	5.6	-3.8
			BAL DIFF	4.8	-12.6	6.6	-3.4	-1.0	0.9	-0.3	1.0	1.6	-6.1	2.3	2.4	-3.3	0.4	-0.6	-6.1	-15.6	-6.1	-2.1	4.2	-1.1
7	17	79.0	% DIFF	6.1	-12.1	3.9	0.3	-3.1	2.8	-3.2	1.4	2.1	3.3	2.8	-0.4	-3.8	-1.9	8.6	4.9	3.6	-2.4	0.7	-0.5	5.6
			BAL DIFF	6.6	-15.4	5.9	0.8	-3.4	3.1	-1.5	-5.5	1.6	1.3	0.3	2.7	-0.8	-3.0	15.5	4.3	5.7	-2.6	0.2	-0.4	1.1
7	All	77.1	% DIFF	9.5	-19.9	0.3	6.5	1.9	-1.8	-6.8	6.3	7.5	8.3	-7.0	2.9	-4.8	-2.0	10.6	9.9	-2.4	-6.9	2.2	7.5	-18.4
			BAL DIFF	9.4	-20.4	2.7	4.0	1.0	-0.9	-4.4	1.1	3.3	1.0	-8.5	6.8	1.6	-2.7	14.4	13.1	-3.9	-4.7	2.3	7.2	-16.9

Willing to associate with a person of a different race in all 5 situations.

8	13	56.7	% DIFF	5.8	-17.5	8.0	-0.9	-1.1	1.1	-2.3	3.0	-1.4	-11.3	7.7	-0.8	-1.6	1.0	-4.6	-5.8	-16.3	-13.2	-1.3	6.3	-7.1
			BAL DIFF	5.2	-16.0	7.0	-0.1	-1.0	0.9	1.3	4.3	-6.3	-12.5	4.5	-1.4	2.5	0.1	0.8	-4.9	-12.8	-10.5	-1.9	5.3	-3.4
8	17	56.9	% DIFF	8.1	-13.4	0.9	5.6	-0.8	0.7	5.1	1.7	6.9	2.4	0.6	-5.1	-3.2	-2.3	6.7	13.3	1.9	-5.0	1.6	1.3	-12.1
			BAL DIFF	9.5	-16.6	1.8	6.3	-1.4	1.2	7.3	-3.5	4.8	-0.9	-1.8	-2.4	0.6	-3.4	14.6	9.7	3.7	-5.5	1.3	1.4	-17.0
8	All	56.5	% DIFF	5.9	-20.4	3.8	6.6	0.8	-0.8	-0.7	-0.4	14.2	7.9	-2.3	-6.4	-6.6	-3.3	15.6	19.8	-1.4	-14.1	9.6	2.3	-8.8
			BAL DIFF	5.2	-19.4	5.8	3.9	-0.5	0.5	1.0	-12.3	11.9	0.4	-4.0	-2.4	0.9	-4.4	24.3	21.0	-2.2	-12.4	9.6	1.5	-5.8

EXPR. A 5 OBJECTIVE: Understand and oppose unequal opportunity in education, housing, employment and recreation. Recognize important civic problems.

Aware of racial discrimination in the world.

1	13	74.1	% DIFF	4.2	-12.9	6.1	-0.8	-0.2	0.2	-7.2	-22.0	7.4	-4.8	2.9	4.7	-0.7	3.7	-21.5	-8.2	-1.3	-8.4	-1.6	5.9	-16.2
			BAL DIFF	2.8	-10.0	5.4	-1.0	-0.4	0.4	-3.2	-12.7	3.4	-3.6	-0.2	4.0	0.3	2.1	-12.4	-4.2	1.3	-5.4	-2.0	4.1	-9.2

Named one location in the world.

2	13	69.4	% DIFF	4.1	-15.2	7.0	0.1	-0.4	0.4	-9.2	-19.6	10.1	-2.2	2.9	1.6	0.3	3.5	-20.0	-9.2	-10.1	-12.5	-1.2	6.7	-13.8
			BAL DIFF	3.0	-11.6	6.1	-0.7	-0.5	0.5	-4.6	-11.1	5.9	-1.5	-0.6	1.4	2.0	1.9	-11.3	-4.6	-4.5	-8.8	-1.6	4.8	-8.0

Gave one example of racial discrimination in the world.

3	13	42.9	% DIFF	4.2	-14.3	8.8	-2.8	-0.3	0.3	-18.6	-12.3	4.4	-3.2	6.8	2.2	0.0	2.4	-12.7	-9.2	-13.4	-9.8	-1.9	6.5	-11.5
			BAL DIFF	2.3	-11.1	8.6	-3.4	-0.2	0.2	-15.5	-8.2	0.1	-3.6	4.2	2.7	1.9	0.7	-3.9	-2.8	-8.5	-6.1	-2.7	5.1	-6.9

Aware of racial discrimination in U.S.

4	13	64.8	% DIFF	7.1	-14.3	6.1	0.4	0.9	-0.9	-12.0	-23.4	12.1	-1.9	3.4	3.0	-0.9	4.6	-22.1	-22.5	-9.6	-18.0	-1.8	8.6	-15.7
			BAL DIFF	5.4	-14.6	5.1	0.6	0.7	-0.7	-5.5	-12.0	5.8	-1.1	-1.3	2.3	1.5	2.8	-11.4	-19.1	-0.9	-13.1	-2.2	6.1	-9.2

Gave one example of racial discrimination in U.S.

5	13	41.0	% DIFF	6.1	-17.8	8.1	-1.3	1.2	-1.3	-17.6	-15.9	7.6	-2.2	6.1	2.3	-0.8	3.0	-14.2	-15.8	-9.6	-13.1	-2.3	7.9	-15.6
			BAL DIFF	4.5	-15.0	7.8	-1.4	1.3	-1.3	-12.9	-10.1	2.7	-2.3	2.5	2.5	1.8	1.2	-3.2	-11.4	-2.2	-8.3	-3.0	6.0	-10.9

EXPR. A 6 OBJECTIVE: Understand and oppose unequal opportunity in education, housing, employment and recreation. Recognize important civic problems.

Aware of religious discrimination in the world.

1	13	65.1	% DIFF	3.8	-4.1	1.2	-1.3	3.9	-3.8	-9.8	-12.3	11.5	8.2	0.8	1.8	-4.3	2.9	-15.7	-7.0	-16.2	-11.7	-2.0	6.1	-5.9
			BAL DIFF	1.9	0.9	-0.2	-2.5	3.9	-3.8	-6.8	-2.6	8.4	9.4	-0.7	0.4	-4.4	2.2	-12.8	-3.5	-12.6	-9.6	-1.3	5.0	-6.1
1	17	76.7	% DIFF	7.3	-9.1	0.1	-0.1	2.7	-2.4	-7.3	-9.3	10.4	-2.3	6.6	1.4	-4.5	4.9	-25.9	-12.2	-10.4	-5.9	0.8	6.3	-69.9
			BAL DIFF	4.3	-4.7	0.4	-1.7	1.2	-1.1	-8.0	0.1	8.1	-1.0	2.0	0.9	-2.8	4.3	-23.7	-9.2	-7.0	-2.3	0.4	4.3	-73.1

Res	Age	Natl Pval		REGION: N.East	S.East	Central	West	SEX: Male	Female	SIZE AND TYPE OF COMMUNITY: Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR: Non Black	Black	Black Unknown	PARENT'S HIGH SCHOOL EDUCATION: None	Some	Graduated	Post	Unknown
1	A4	73.6	% DIFF	3.8	-10.8	3.3	0.5	1.6	-1.5	-8.5	-11.3	15.8	-8.3	4.4	1.6	-8.9	3.8	-27.1	-11.0	-11.7	-5.2	6.9	15.5	-12.5
			BAL DIFF	0.7	-4.9	4.1	-1.9	1.0	-0.9	-6.5	-3.3	11.1	-4.0	-0.1	3.0	-6.8	2.5	-18.5	-5.1	-10.6	-4.6	5.4	11.7	-6.5
			Named one location in the world.																					
2	11	55.6	% DIFF	4.3	-5.2	0.5	-0.6	3.7	-3.6	-11.2	-13.0	11.1	9.0	-2.9	3.9	-1.5	3.5	-17.0	-13.6	-26.8	-16.0	-0.6	7.2	-7.5
			BAL DIFF	2.9	-0.2	-1.5	-1.1	1.8	-1.8	-7.5	-1.3	9.1	10.3	-4.9	2.0	-3.0	2.8	-13.7	-9.8	-21.8	-13.7	0.2	5.9	-7.9
2	17	65.4	% DIFF	8.8	-9.2	-1.6	0.9	2.8	-2.2	-11.0	-8.8	8.3	-6.2	5.7	5.1	-4.8	4.5	-24.4	-11.0	-15.0	-5.1	0.2	6.8	-58.7
			BAL DIFF	5.7	-8.9	-1.3	-0.3	1.3	-1.2	-6.7	5.5	1.5	-5.6	1.0	4.2	-2.5	4.1	-22.9	-7.9	-11.9	-1.9	0.0	4.9	-62.2
2	A4	68.4	% DIFF	8.0	-9.3	1.8	-3.8	3.3	-3.0	-11.3	-16.3	18.1	-0.6	5.2	-1.1	-9.0	4.1	-29.1	-11.4	-14.1	-2.9	9.7	11.9	-14.2
			BAL DIFF	4.0	-1.8	2.8	-6.9	3.1	-2.8	-10.1	-7.1	14.0	4.4	1.3	-0.3	-8.4	2.9	-22.4	-3.9	-10.0	-2.2	7.2	7.5	-6.4
			Gave one specific example of religious discrimination in the world.																					
3	11	28.8	% DIFF	1.5	-5.4	-1.5	5.3	0.7	-0.7	-9.1	-11.3	8.6	3.0	1.7	3.2	-3.9	2.2	-11.5	-6.4	-17.5	-10.3	-2.6	5.6	-1.3
			BAL DIFF	2.0	-1.8	-4.7	5.1	0.4	-0.4	-6.0	-4.4	4.2	2.9	0.5	2.1	-2.7	1.7	-8.0	-7.4	-14.9	-8.1	-2.2	4.7	-1.7
3	17	37.5	% DIFF	6.0	-6.7	-4.4	8.0	5.5	-4.9	-13.4	-3.6	15.9	1.8	-4.7	2.3	-0.4	3.2	-14.1	-16.5	-1.1	-11.2	-0.1	6.9	-31.0
			BAL DIFF	4.5	-4.7	-1.8	6.5	4.9	-4.4	-10.0	3.1	9.6	0.1	-7.0	1.0	2.5	2.6	-11.1	-14.1	1.1	-8.0	0.1	4.8	-26.9
3	A4	59.6	% DIFF	4.8	-4.7	3.2	-2.5	0.8	-0.8	-6.1	-18.0	16.0	1.1	7.9	-4.2	-10.8	5.3	-33.4	-26.2	-17.6	-1.6	11.1	14.9	-30.0
			BAL DIFF	-3.4	9.6	4.2	-5.5	0.5	-0.5	-2.9	-5.3	11.1	10.9	1.2	-2.5	-9.9	4.0	-25.6	-17.0	-13.9	-0.9	10.6	10.7	-21.3
			Aware of religious discrimination in U.S.																					
4	11	22.1	% DIFF	4.5	-9.9	3.1	0.1	0.4	-0.4	-6.0	-7.7	2.8	4.7	1.9	-0.1	-2.3	1.0	-4.9	-3.6	-10.4	-6.9	-4.1	6.2	-6.9
			BAL DIFF	4.1	-8.3	2.5	0.0	0.4	-0.4	-3.1	-6.7	-0.0	4.7	2.3	-0.6	-0.0	0.0	1.0	-2.1	-7.5	-4.5	-4.1	5.4	-6.4
4	17	24.0	% DIFF	4.3	-12.0	1.1	7.2	1.2	-1.1	-11.9	-1.6	1.1	10.2	1.9	1.6	-6.2	1.7	-9.2	-6.1	-10.5	-7.3	-0.5	6.6	-19.6
			BAL DIFF	2.2	-8.7	1.9	4.8	0.3	-0.3	-9.1	1.4	-2.8	8.1	1.7	1.6	-3.6	1.0	-6.0	-3.0	-6.5	-5.1	-1.2	5.4	-21.7
4	A4	39.9	% DIFF	13.0	-19.8	2.3	-1.4	3.1	-2.9	-20.6	1.6	22.1	6.5	0.1	-1.6	-11.8	1.1	-7.5	-8.0	-11.5	-0.0	-1.8	15.8	-0.1
			BAL DIFF	9.7	-15.9	4.9	-4.2	3.3	-3.0	-19.2	3.4	16.8	5.5	-1.1	0.0	-10.3	0.5	-1.4	-7.4	-7.1	-1.2	-2.8	11.3	4.9
			Gave one example of religious discrimination in U.S.																					
5	11	13.0	% DIFF	5.6	-5.7	-0.8	0.1	-0.3	0.3	-6.6	-6.6	5.8	5.0	1.9	0.9	-3.2	1.0	-4.9	-4.4	-9.1	-6.1	-2.8	4.9	-5.7
			BAL DIFF	5.0	-3.7	-1.5	-0.1	-0.3	0.3	-4.3	-4.3	3.4	5.5	0.7	0.0	-1.8	0.4	-1.0	-3.4	-6.5	-4.0	-2.7	4.1	-6.3
5	17	14.7	% DIFF	4.8	-7.6	-0.1	2.8	2.2	-2.0	-12.7	-0.7	4.1	14.8	1.4	1.3	-7.8	1.5	-7.8	-6.2	-13.2	-5.6	0.4	5.1	-10.2
			BAL DIFF	2.4	-3.0	0.2	-0.1	1.5	-1.3	-11.0	3.1	1.0	14.1	-0.5	0.9	-6.1	1.1	-6.8	-1.7	-10.2	-3.6	0.3	3.8	-12.9
5	A4	28.8	% DIFF	7.2	-12.1	0.5	1.3	2.8	-2.6	-13.8	1.1	21.4	1.7	-0.4	-2.6	-10.2	2.3	-14.1	-11.8	-11.8	0.5	3.0	13.4	-12.6
			BAL DIFF	3.8	-7.2	2.4	-1.0	2.6	-2.4	-11.6	6.3	16.9	3.4	-3.1	-1.6	-7.9	1.7	-9.5	-10.6	-8.2	-0.2	2.4	9.1	-7.6
EXTR. A 7 OBJECTIVE: Oppose unequal opportunity in education, housing, employment and recreation.																								
			Belong to organization opposing unequal opportunities.																					
1	A4	11.4	% DIFF	4.7	-5.1	-2.9	1.4	1.0	-0.9	-1.3	9.7	18.2	-6.7	-6.8	-4.5	-4.0	-0.1	1.2	-1.4	-4.1	-6.8	1.8	8.0	-8.7
			BAL DIFF	4.5	-1.1	-1.1	-2.5	0.8	-0.1	-0.3	11.7	15.5	-7.3	-6.8	-4.0	-2.6	-0.3	2.2	1.6	-3.1	-6.8	3.7	5.4	-7.8

EXER. 8 8 OBJECTIVE: Help other individuals voluntarily. Guard safety of others. Are aware of the political structure of their local community.

Stated where to go to...
Report a fire (not in exhibits)

1	13	90.2	% DIFF	0.1	-2.8	1.5	0.5	0.1	-0.1	-2.9	-5.0	3.5	2.0	-0.0	0.9	-1.2	1.2	-7.5	-1.4	1.5	-2.3	0.7	-0.3	0.5
			BAL DIFF	-0.4	-1.5	1.2	0.3	-0.1	0.1	-1.9	-1.3	2.8	2.6	-0.7	0.5	-1.5	1.2	-7.0	-1.9	1.0	-1.2	0.9	-1.0	1.8
1	A4	98.3	% DIFF	1.4	-0.5	-1.5	0.7	-0.6	0.6	4.2	-0.1	-1.7	1.1	-1.0	0.5	0.6	-0.4	1.9	4.8	-0.1	-0.2	0.7	0.9	-6.6
			BAL DIFF	1.8	-0.8	-1.6	0.7	-0.5	0.5	4.9	-0.4	-2.5	-0.3	-0.6	0.6	1.1	-0.4	2.2	4.8	-0.9	-0.0	1.2	1.1	-7.0

Get a job (not in exhibits)

2	13	76.2	% DIFF	5.9	-9.6	9.7	1.1	-1.6	1.7	-13.7	-13.5	4.3	-0.1	0.4	2.1	3.9	3.0	-17.1	-6.1	-1.3	-5.1	-1.5	2.5	0.1
			BAL DIFF	5.5	-8.1	8.1	1.0	-2.1	2.2	-9.1	-6.5	0.9	0.4	-2.8	1.2	5.5	2.3	-12.6	-6.1	2.3	-2.9	-1.8	1.1	5.5
2	A4	93.8	% DIFF	0.6	-0.6	-0.6	0.5	-0.4	0.4	-0.4	1.3	-1.3	2.0	-0.4	2.2	-0.4	-0.1	1.6	-1.6	-1.2	2.5	0.9	0.4	-8.6
			BAL DIFF	0.8	-0.7	-0.9	0.8	-0.2	0.2	0.1	2.1	-4.6	1.6	-0.4	2.6	-0.1	-0.1	1.0	-1.1	-0.1	2.8	1.2	1.5	-9.1

Report a traffic light is not working (not in exhibits)

3	13	79.1	% DIFF	3.8	-3.5	-0.9	0.0	2.6	-2.7	4.3	-13.0	3.5	-1.5	-0.5	-3.1	6.2	2.1	-10.4	-8.3	-7.4	-10.1	1.0	2.0	1.1
			BAL DIFF	4.8	-3.0	-2.0	0.2	2.3	-2.4	7.9	-8.0	1.2	-1.8	-2.9	-3.7	7.5	1.5	-7.4	-6.3	-6.8	-9.5	0.6	1.5	4.8
3	17	90.0	% DIFF	2.1	0.6	-2.2	-0.0	1.3	-1.1	-2.6	-8.2	2.1	-8.6	1.5	2.3	4.5	2.3	-11.3	-7.3	-9.9	3.1	-1.6	1.6	-9.4
			BAL DIFF	1.4	0.6	-2.3	0.9	1.3	-1.1	-0.9	-3.6	0.1	-8.1	0.3	1.3	4.8	2.1	-10.4	-6.5	-9.5	4.1	-1.4	0.9	-8.5
3	A4	94.7	% DIFF	-1.6	-2.2	1.7	1.8	-0.4	0.8	-0.9	-10.9	1.9	-1.5	0.4	1.3	0.9	0.6	-3.6	-4.1	-2.7	2.0	1.6	0.9	-7.0
			BAL DIFF	-1.7	-2.1	1.6	2.0	-0.8	0.7	-0.8	-11.0	1.9	-1.4	-0.1	1.5	1.4	0.0	1.1	-3.0	-1.8	1.9	1.3	0.3	-5.5

Report a danger to public health (not in exhibits)

4	17	89.5	% DIFF	1.2	-0.1	-0.5	-0.5	-1.0	0.9	-8.5	-9.2	1.7	-1.4	-0.4	5.3	2.2	3.4	-10.1	-25.0	-2.9	0.1	-1.6	1.7	-4.7
			BAL DIFF	0.5	-0.5	-0.5	0.7	-1.2	1.1	-5.9	-4.9	-0.8	-0.6	-0.5	3.6	2.0	3.1	-8.4	-24.0	0.2	1.9	-2.1	0.7	-3.0
4	A4	95.5	% DIFF	-2.0	1.8	-0.4	1.6	-0.1	0.1	-0.4	-0.8	-2.4	-2.4	2.1	-0.8	2.0	-0.2	1.2	0.9	-2.1	1.6	1.5	-0.7	0.7
			BAL DIFF	-1.9	2.0	-0.9	1.8	0.2	-0.2	-0.4	-2.0	-2.9	-2.9	2.6	-0.8	2.5	-0.5	2.7	3.1	-2.9	1.7	1.5	0.2	0.1

Get a license for a dog (not in exhibits)

5	17	68.6	% DIFF	0.8	-3.6	-1.2	4.0	2.1	-1.8	-0.6	-14.4	-1.6	-17.3	6.3	4.6	6.6	1.8	-10.8	-2.3	-2.9	1.5	-1.7	0.6	10.1
			BAL DIFF	0.5	-5.5	-1.3	6.3	2.1	-1.9	1.0	-12.1	-3.6	-18.5	5.3	4.2	8.3	1.1	-5.0	-4.7	-2.1	2.7	-1.7	-0.1	10.1
5	A4	78.3	% DIFF	4.4	-8.2	2.6	-1.9	3.1	-2.9	5.4	-11.2	-0.6	-12.4	-0.5	4.5	4.4	1.8	-12.9	-5.8	-4.0	2.9	2.9	5.7	-17.2
			BAL DIFF	5.5	-7.9	0.5	-1.1	2.9	-2.6	7.0	-5.4	-6.0	-11.8	-1.5	6.4	6.6	0.4	-1.0	-1.6	-7.6	1.0	2.6	6.5	-16.4

Get a baby sitter (not in exhibits)

6	A4	83.6	% DIFF	0.5	-5.4	0.4	3.6	-0.8	0.7	-15.5	0.7	2.5	4.7	4.0	-1.5	-3.6	-0.1	1.3	-2.2	-8.7	-3.7	6.8	2.4	-12.2
			BAL DIFF	0.2	-1.5	0.3	2.4	-0.7	0.6	-14.1	2.2	0.6	1.5	3.4	-0.6	-2.4	-0.3	2.3	-0.0	-1.8	-1.4	6.2	2.0	-13.0

Report an unfair business practice (not in exhibits)

7	A4	87.8	% DIFF	1.8	-1.1	1.5	-2.1	1.8	-1.6	-8.5	-2.5	-2.2	10.2	1.6	1.9	-3.3	0.6	-0.2	-15.7	-2.0	2.8	2.6	2.2	-19.3
			BAL DIFF	1.2	-2.3	1.4	-1.7	2.0	-1.8	-7.9	1.2	-4.3	11.6	1.1	2.1	-3.1	0.7	-1.1	-14.2	-1.8	2.6	2.3	2.0	-20.1

EXER. A 9 OBJECTIVE: Wants to report a fire; needs a job; wants to report a traffic light not working.

Stated where to get 1 or more of the services.

8	13	98.6	% DIFF	0.6	0.0	-0.3	-0.1	0.3	-0.3	-0.4	-2.0	1.4	0.2	-0.9	0.2	0.6	0.5	-2.5	-2.1	-0.4	-0.2	0.5	-0.4	1.0
			BAL DIFF	0.6	0.2	-0.5	-0.2	0.2	-0.2	0.0	-0.5	1.4	0.5	-1.3	-0.1	0.5	0.5	-2.6	-2.0	-0.1	-0.1	0.5	-0.6	1.6

...2 or more... (not in exhibits)

9	13	89.7	% DIFF	3.4	-5.0	0.5	0.1	-0.1	0.1	-3.5	-9.0	5.3	0.5	0.0	-0.2	1.3	1.9	-11.6	-2.2	0.0	-8.5	0.7	1.6	-1.4
			BAL DIFF	3.1	-3.1	-0.3	-0.3	-0.4	0.4	-0.7	-3.8	3.5	1.2	-1.9	-0.8	1.9	1.5	-9.4	-1.6	1.7	-7.3	0.8	0.7	1.3

...all 3...

10	13	57.1	% DIFF	5.9	-11.1	1.2	1.8	0.8	-0.9	-8.3	-20.4	4.7	-0.3	0.8	-0.2	7.1	3.9	-20.9	-11.6	-6.8	-8.8	-1.0	3.1	2.1
			BAL DIFF	5.8	-9.8	0.1	2.1	0.3	-0.3	-2.4	-11.5	0.1	-0.8	-2.9	-1.1	9.1	2.9	-14.9	-10.7	-2.2	-6.1	-1.6	1.6	9.1

Res	Age	Natl Pval		REGION				SEX		SIZE AND TYPE OF COMMUNITY						COLOR		PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff	Rest Of Sub	Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown
EXPR. A10 OBJECTIVE: Wants to report a traffic light not working; wants to report a danger to public health, such as garbage in the streets; needs a license for a dog.																						
				Stated where to get 1 or more services. (not in exhibits)																		
11	17	98.5	% DIFF	0.6	-0.8	0.3	-0.4	0.2	-0.2	-2.6	-0.7	0.9	-3.7	1.2	0.8	0.8	0.8	-2.5	-5.9	0.5	0.9	-0.7	0.4	-12.4
			BAL DIFF	0.3	-1.2	0.5	0.2	0.0	-0.0	-2.2	-0.1	0.2	-3.3	0.9	0.8	0.9	0.8	-2.2	-5.8	1.2	1.3	-0.7	0.1	-12.4
11	All	98.9	% DIFF	0.2	0.5	-1.1	0.8	0.0	-0.0	-0.8	-2.1	-0.6	-1.9	1.0	0.4	0.6	0.1	-0.6	-1.5	-0.6	1.0	0.8	-0.3	-2.8
			BAL DIFF	0.3	0.5	-1.5	1.1	0.1	-0.1	-0.5	-2.3	-1.0	-2.3	1.2	0.4	0.8	-0.0	0.6	-0.6	-0.7	1.0	0.7	-0.1	-3.1
				...2 or more... (not in exhibits)																		
12	17	93.3	% DIFF	3.0	0.2	-1.8	-1.2	0.1	-0.1	-4.3	-8.3	0.5	-3.2	2.0	3.3	1.4	2.3	-8.0	-15.4	0.9	0.7	-1.3	0.7	-7.2
			BAL DIFF	2.3	-0.2	-1.7	-0.1	-0.1	0.1	-2.4	-5.1	-1.4	-2.5	1.7	2.2	1.8	2.2	-6.8	-15.6	2.7	1.7	-1.4	0.0	-7.1
12	All	96.6	% DIFF	0.3	-1.9	-0.9	2.3	0.2	-0.2	-2.1	-7.5	-0.1	-4.2	2.1	1.2	1.0	0.5	-3.2	-2.9	-1.2	0.6	1.7	0.5	-9.0
			BAL DIFF	0.6	-2.1	-1.7	3.0	0.3	-0.3	-1.3	-7.4	-1.0	-5.3	2.1	1.6	1.7	-0.1	1.3	-1.7	-0.6	0.3	1.3	0.5	-8.9
				...all 3...																		
13	17	59.4	% DIFF	1.1	-1.9	-1.1	2.0	0.9	-0.8	-7.9	-16.6	0.8	-17.2	3.3	7.9	8.0	3.1	-12.7	-16.4	4.2	2.3	-5.8	1.9	12.5
			BAL DIFF	0.5	-0.9	-0.8	4.9	0.8	-0.7	-4.8	-13.3	-2.1	-17.7	2.9	6.7	8.9	2.3	-6.8	-17.8	5.8	3.9	-5.9	0.9	14.7
13	All	75.2	% DIFF	2.3	-8.1	3.6	-0.5	3.9	-3.6	4.6	-14.7	-0.8	-8.3	0.6	3.6	3.4	2.0	-13.1	-6.9	-11.4	4.7	6.4	3.8	-14.1
			BAL DIFF	3.1	-6.5	1.6	-0.4	3.5	-3.2	5.7	-9.1	-5.9	-6.7	-0.5	5.2	5.9	0.4	-1.0	-1.0	-11.1	3.1	6.0	4.6	-12.5
EXPR. A11 OBJECTIVE: Needs a baby sitter during the day; wants to report a fire; needs a job; wants to report an unfair business practice.																						
				Stated where to get 1 or more services. (not in exhibits)																		
14	All	97.8	% DIFF	0.4	0.8	0.1	-1.4	-0.4	0.4	0.8	-0.3	-4.1	1.6	0.1	2.1	0.1	-0.3	1.1	2.2	0.7	1.9	0.4	-0.7	-7.5
			BAL DIFF	0.6	0.5	-0.0	-1.3	-0.2	0.2	0.6	-0.4	-4.2	1.4	0.5	1.9	-0.2	-0.3	0.9	3.5	-0.1	2.2	0.7	-0.1	-8.2
				...2 or more... (not in exhibits)																		
15	All	96.9	% DIFF	0.0	-0.4	0.9	-1.1	-0.4	0.3	-1.5	-0.1	-3.3	2.4	0.1	1.6	0.3	0.0	-0.7	1.3	0.2	1.7	0.7	0.1	-9.3
			BAL DIFF	0.2	-0.5	0.8	-1.1	-0.2	0.2	-1.8	1.3	-3.7	2.6	0.2	1.7	0.1	0.1	-1.5	2.3	-0.2	2.0	0.8	0.4	-10.0
				...3 or more... (not in exhibits)																		
16	All	93.9	% DIFF	0.8	-3.3	1.5	-0.4	-0.5	0.5	-0.8	-0.2	-2.7	4.0	2.7	0.0	-1.7	0.3	-0.5	-5.0	-2.1	2.9	1.0	1.7	-9.7
			BAL DIFF	0.6	-2.2	1.1	-0.5	-0.4	0.4	-0.5	1.9	-3.9	4.4	2.3	0.3	-1.4	0.2	-0.5	-8.3	-1.9	2.8	0.8	1.9	-11.0
				...all 4...																		
17	All	73.5	% DIFF	0.4	-6.8	1.4	2.9	-0.3	0.3	-21.4	1.3	2.6	7.2	3.9	-1.4	-2.3	0.4	1.6	-16.0	-8.6	-2.9	8.9	4.4	-13.9
			BAL DIFF	-0.2	-4.6	1.3	2.4	-0.2	0.2	-19.1	5.1	-0.7	7.3	2.4	0.1	-0.9	0.2	2.5	-13.3	-7.5	-2.5	8.1	4.0	-14.6
EXPR. A51 (Text for this exercise has not been released)																						
1	9	77.3	% DIFF	-2.4	3.4	-0.2	-0.0	2.3	-2.4	-8.3	-2.5	-1.5	-1.4	1.8	5.1	-1.7	1.0	-1.3	-11.6	-12.6	2.6	0.5	5.1	-8.4
			BAL DIFF	-3.7	4.0	-0.7	1.3	2.6	-2.8	-10.1	2.6	-2.9	1.5	1.7	4.3	-2.0	0.9	-0.6	-10.3	-10.4	3.9	0.2	4.8	-8.2
1	13	92.3	% DIFF	1.0	3.4	-1.4	-2.4	0.8	-0.8	-0.8	-0.1	0.1	2.8	-1.5	0.6	-0.2	0.4	3.5	-14.3	0.0	-2.2	0.5	0.5	-2.2
			BAL DIFF	1.1	2.7	-2.2	-1.0	0.8	-0.8	-0.9	1.8	0.8	4.1	-2.0	-0.1	-0.5	0.6	2.5	-14.2	-0.6	-1.8	0.5	0.6	-3.4
2	9	65.7	% DIFF	-0.5	0.1	1.4	-1.3	3.3	-3.5	-4.9	-3.4	2.4	2.2	-2.1	4.7	-2.0	1.3	-0.6	-16.2	-15.4	1.8	1.0	4.6	-7.6
			BAL DIFF	-1.5	-0.5	1.2	0.5	3.5	-3.7	-6.3	2.0	1.5	4.9	-3.1	4.0	-1.8	1.0	1.2	-15.5	-11.9	3.5	1.3	4.0	-7.6
2	11	83.9	% DIFF	3.2	4.1	-2.2	-4.4	1.0	-1.0	0.1	4.0	-6.0	4.2	0.0	-0.6	0.5	-0.0	5.5	-12.5	2.6	-0.6	0.4	0.1	-2.6
			BAL DIFF	3.4	3.3	-3.0	-2.9	0.9	-0.9	0.3	5.1	-4.9	5.8	-0.6	-1.4	0.4	0.3	3.1	-12.1	1.4	-1.1	-0.0	1.0	-4.8

*1	9 57.1	% DIFF	-1.1	2.9	-0.9	-0.1	2.7	-2.9	-2.8	-1.8	2.8	2.5	-4.0	4.1	-0.8	1.0	1.2	-14.9	-16.2	4.8	2.0	2.8	-6.1
		BAL DIFF	-1.9	1.7	-1.0	1.8	2.9	-3.1	-4.4	2.8	1.7	5.4	-4.4	3.2	-0.9	1.0	1.3	-15.5	-13.9	6.0	2.2	2.4	-6.2
*3	13 75.5	% DIFF	1.5	4.7	-3.2	-2.0	0.1	-0.1	1.7	7.6	-6.2	2.9	-2.9	1.4	-0.2	0.1	3.8	-9.9	5.6	1.8	1.1	-1.4	-0.8
		BAL DIFF	1.5	3.4	-3.9	-0.1	0.0	-0.0	1.6	10.6	-5.3	4.3	-3.2	0.3	-0.6	1.0	-0.6	-12.8	3.6	0.9	0.9	-0.7	-2.6
*4	9 45.1	% DIFF	8.2	2.4	-4.1	3.1	1.2	-1.3	-10.1	4.2	3.1	3.1	-0.9	2.7	-1.9	-0.2	4.5	-5.3	-15.2	2.2	0.1	2.5	-3.3
		BAL DIFF	-1.1	2.3	-3.8	4.0	1.7	-1.8	-10.8	4.7	2.1	4.3	-0.5	2.1	-1.5	-0.1	4.2	-6.7	-14.9	3.6	0.7	2.3	-4.0
*4	13 64.6	% DIFF	0.1	4.7	-1.6	-2.4	-0.1	0.1	2.7	9.3	-1.2	3.7	0.6	-3.2	-1.9	-0.6	6.4	-6.3	-5.0	0.2	1.5	-1.5	3.7
		BAL DIFF	-0.2	4.5	-2.1	-1.4	-0.1	0.1	1.9	9.9	0.1	3.9	0.8	-3.6	-2.3	0.3	2.0	-8.3	-5.6	-0.6	1.6	-0.9	1.1
5	9 31.6	% DIFF	-1.7	5.2	-3.1	1.5	-0.9	0.9	-9.3	4.5	4.2	4.6	-2.8	0.9	0.6	-0.3	6.9	-8.5	-11.6	6.5	0.8	0.5	-2.0
		BAL DIFF	-3.0	4.3	-2.5	2.7	-0.3	0.3	-10.8	4.6	1.9	6.8	-2.0	0.1	0.3	0.1	5.1	-10.0	-11.3	7.8	1.3	0.4	-2.8
5	13 45.4	% DIFF	3.3	3.8	-5.3	-0.6	0.9	-0.8	0.2	13.7	3.0	3.4	-1.3	-2.7	-3.4	-1.2	9.4	-3.8	0.1	-4.0	1.9	-1.7	6.1
		BAL DIFF	3.2	3.3	-5.5	0.1	1.0	-1.0	0.7	12.3	4.6	3.1	-1.7	-3.2	-2.7	-0.3	5.2	-7.2	-0.8	-4.4	2.4	-1.3	2.3
EXER. A52		(Text for this exercise has not been released)																					
1	9 94.8	% DIFF	0.0	1.0	1.3	-2.4	1.1	-1.1	-2.5	-1.5	-0.3	0.2	-2.4	2.4	1.3	0.8	-4.6	-1.7	1.0	0.1	-1.1	1.5	-1.5
		BAL DIFF	0.1	1.4	1.4	-2.9	1.1	-1.1	-2.9	1.5	-0.8	0.9	-2.7	2.3	0.9	0.7	-5.2	0.2	1.3	0.3	-1.4	1.4	-1.1
EXER. A53		(Text for this exercise has not been released)																					
1	13 86.6	% DIFF	4.5	-10.5	3.5	-0.8	-2.6	2.4	-10.0	-5.2	-1.5	0.3	5.5	-1.4	2.8	2.1	-11.6	-3.2	-21.5	-3.5	1.7	2.4	-2.4
		BAL DIFF	3.4	-7.0	2.3	-1.1	-2.6	2.4	-8.2	-1.3	-4.2	-0.7	2.5	-1.7	3.5	1.2	-7.0	-1.2	-16.5	-1.4	0.7	1.8	-0.8
1	17 86.6	% DIFF	5.0	-11.2	1.5	3.5	-0.7	0.7	-1.8	1.6	-4.1	-4.0	5.5	2.1	-2.7	-0.4	-2.2	9.5	-6.6	-5.9	0.9	3.7	3.4
		BAL DIFF	4.8	-10.6	1.5	3.0	-1.2	1.1	-0.3	1.9	-5.6	-5.8	4.5	2.3	-0.5	-0.8	2.0	9.2	-4.4	-6.0	-0.2	3.9	2.1
1	A4 88.1	% DIFF	6.0	-14.5	-1.0	6.8	-2.3	2.1	-6.2	0.3	7.8	0.3	-1.4	-0.4	-1.5	-0.6	1.7	9.6	-4.3	0.5	-3.0	8.1	-6.7
		BAL DIFF	5.6	-14.4	-0.6	6.6	-2.6	2.4	-2.6	-1.4	1.9	-1.4	-1.6	0.8	3.3	-1.2	7.7	6.8	-3.7	-0.2	-1.7	6.5	-5.2
2	13 91.5	% DIFF	3.6	-8.5	2.8	-0.5	-2.0	1.8	-7.9	-10.3	2.6	-2.3	3.7	1.3	1.6	2.8	-13.3	-11.2	-21.0	-3.8	0.9	3.6	-5.2
		BAL DIFF	2.5	-5.3	1.6	-0.4	-2.0	1.9	-2.1	-4.6	-0.6	-2.7	0.8	0.6	2.0	1.8	-8.5	-8.2	-15.8	-1.6	-0.0	2.6	-2.2
2	17 95.2	% DIFF	1.0	-0.7	-0.7	0.6	-3.0	2.8	-7.2	-0.5	3.4	0.6	1.9	0.2	-0.5	0.3	-0.3	-3.8	-5.1	1.8	-0.6	0.9	-1.7
		BAL DIFF	0.1	-0.3	-0.6	1.4	-3.1	2.9	-6.7	-0.3	4.5	-0.1	1.9	0.0	-0.8	0.2	-0.7	-2.2	-5.4	2.6	-0.3	0.4	0.8
2	A4 96.6	% DIFF	0.1	-2.0	0.2	1.3	-0.9	0.8	-2.1	-0.9	2.5	-0.6	0.9	0.6	-2.9	0.3	-1.5	-1.5	-2.3	-1.0	1.2	1.8	0.3
		BAL DIFF	-0.4	-1.0	0.1	1.2	-1.2	1.1	-1.4	-0.4	1.5	-0.6	1.0	0.5	-2.4	0.1	-0.5	-0.6	-2.0	-1.1	1.2	1.2	1.5
3	13 80.6	% DIFF	6.3	-13.3	2.8	1.5	-2.6	2.4	-12.0	-6.0	7.5	-7.1	5.9	-2.4	2.8	2.5	-11.8	-11.0	-24.4	-5.0	0.0	4.7	-4.3
		BAL DIFF	5.5	-10.2	1.7	1.1	-2.5	2.3	-8.4	-1.6	3.4	-8.6	2.1	-2.6	4.0	1.4	-5.1	-10.3	-17.5	-1.6	-0.9	3.3	-1.3
3	17 84.6	% DIFF	4.8	-11.5	1.0	5.2	-2.5	2.3	-0.3	1.2	-0.2	-1.8	4.7	0.7	-5.2	0.1	-3.4	4.3	-4.6	-2.4	-1.1	2.8	8.9
		BAL DIFF	4.5	-11.0	0.9	5.3	-2.8	2.6	1.0	1.5	-0.4	-3.4	3.6	0.9	-3.3	-0.2	-0.5	4.0	-3.1	-1.5	-1.7	2.3	10.1
3	A4 85.4	% DIFF	4.5	-10.5	-3.2	8.6	-0.8	0.7	-3.0	-5.5	7.8	4.3	2.5	-2.8	-6.0	-0.2	0.6	3.4	-0.8	-0.6	-6.7	6.2	6.3
		BAL DIFF	3.7	-9.8	-2.7	8.1	-1.0	0.9	-0.6	-6.7	4.8	0.7	2.8	-2.0	-3.5	-0.4	4.4	-2.2	0.8	-1.3	-5.9	3.6	9.3
4	13 78.8	% DIFF	9.1	-18.2	3.9	3.0	-1.0	0.9	-6.9	-2.8	4.1	1.3	2.9	-2.0	1.2	1.4	-6.7	-5.5	-22.8	-4.4	-1.4	5.3	-3.2
		BAL DIFF	8.4	-18.3	3.7	3.1	-0.9	0.8	2.1	-1.7	-0.7	-2.2	-1.8	-1.0	3.5	0.0	2.2	-8.5	-16.2	-0.2	-2.5	3.8	-0.1
4	17 76.7	% DIFF	9.5	-19.2	1.2	6.9	0.4	-0.4	-6.6	5.3	-2.3	-0.8	4.5	2.3	-4.0	-2.1	10.1	13.2	-1.1	-10.5	2.1	3.4	16.8
		BAL DIFF	9.7	-20.4	1.5	7.7	0.1	-0.1	-8.7	1.5	-4.4	-5.1	3.5	3.0	1.1	-2.9	17.8	11.9	4.0	-11.1	0.2	1.6	9.9
8	A4 77.3	% DIFF	8.4	-23.5	-0.4	10.6	-0.2	0.2	-1.2	7.5	8.3	8.3	-3.9	-1.2	-5.8	-1.5	10.1	5.3	-5.9	-7.9	-2.0	10.4	10.2
		BAL DIFF	8.5	-25.1	0.3	10.7	-1.1	1.0	4.9	0.4	1.0	0.6	-3.7	1.2	1.5	-2.0	16.7	-1.4	-8.0	-9.1	-1.0	8.3	10.8

Pos	Age	Natl Pval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff. Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Black Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
5	13	87.6	% DIFF	4.4	-8.6	2.1	-0.1	-1.1	2.8	-9.6	-9.8	8.0	-1.6	4.6	0.8	-0.1	3.0	-13.9	-13.4	-14.5	-10.4	1.3	4.2	-5.7
			BAL DIFF	2.9	-4.1	0.3	-0.4	-3.3	3.0	-3.6	-3.7	4.6	-1.7	1.9	-0.6	0.3	2.1	-9.5	-10.0	-8.7	-7.9	0.5	3.0	-3.1
5	17	94.6	% DIFF	3.6	-3.0	-0.8	-0.8	-1.8	1.6	-2.3	1.0	4.0	1.3	2.1	0.1	-4.8	0.8	-5.8	-1.5	-3.7	-3.2	-0.2	2.5	0.3
			BAL DIFF	3.0	-1.4	-1.0	-1.6	-2.3	2.1	-0.5	3.3	2.9	1.4	1.1	-0.5	-4.4	0.7	-5.9	0.3	-4.1	-2.4	0.3	1.9	2.5
5	All	96.6	% DIFF	1.0	-4.1	-0.1	2.5	-1.5	1.4	-4.4	-0.9	3.4	0.6	2.4	-0.3	-4.5	0.2	0.3	-4.6	-1.6	-1.7	-0.0	2.5	1.0
			BAL DIFF	0.1	-3.4	-0.0	2.6	-1.8	1.6	-3.3	-1.4	2.4	0.2	2.4	-0.4	-3.7	-0.0	1.8	-4.9	-0.8	-1.9	0.1	1.3	2.8
*6	13	88.4	% DIFF	5.4	-13.7	4.4	0.1	-2.2	2.0	-12.2	-10.1	6.2	-1.5	5.6	-0.4	1.7	3.2	-16.6	-8.4	-21.5	-4.7	1.4	3.2	-3.9
			BAL DIFF	4.2	-9.8	3.0	-0.2	-2.2	2.0	-4.8	-4.6	2.6	-3.1	1.7	-0.6	2.5	1.9	-9.8	-5.8	-13.8	-1.0	0.3	1.7	-0.5
*6	17	91.7	% DIFF	4.9	-9.3	-0.9	6.0	-1.4	1.3	0.7	-1.1	-4.6	3.5	4.8	1.1	-5.8	0.1	-3.0	4.8	-9.2	-3.2	0.5	3.4	6.8
			BAL DIFF	4.6	-7.6	-0.9	4.3	-1.7	1.6	2.6	0.0	-5.3	1.8	4.0	0.8	-4.6	-0.3	-0.4	4.8	-8.2	-2.6	-0.1	3.1	7.8
*6	All	91.1	% DIFF	2.7	-8.3	-0.6	3.8	-1.7	1.6	-2.5	0.2	2.4	1.8	1.3	-0.2	-4.0	-0.6	2.9	5.2	0.7	-3.8	-4.9	5.4	4.5
			BAL DIFF	2.2	-9.6	-0.2	5.1	-1.9	1.9	0.0	-1.8	-0.2	-1.3	1.7	0.5	-1.8	-0.8	5.7	2.4	1.0	-4.4	-4.1	4.3	6.3
*7	13	78.6	% DIFF	7.0	-18.8	3.8	0.4	-3.9	3.6	-10.4	-6.3	1.8	-2.9	6.0	-3.0	4.2	2.6	-12.3	-11.4	-10.4	-8.3	0.3	6.2	-5.2
			BAL DIFF	6.2	-11.3	2.3	0.1	-3.9	3.6	-1.1	-1.2	-3.2	-4.4	1.6	-3.5	5.7	1.4	-5.3	-10.5	-23.9	-5.4	-1.0	5.1	-2.3
*7	17	82.1	% DIFF	6.9	-14.1	0.5	6.4	-1.9	1.7	-6.1	5.3	0.6	-1.9	5.3	1.8	-5.6	-1.0	2.7	10.0	-4.6	-9.0	1.0	4.3	16.4
			BAL DIFF	6.4	-13.7	0.5	6.8	-2.4	2.2	-4.3	4.7	-0.6	-5.0	4.1	1.8	-2.3	-1.6	7.3	10.7	-2.0	-8.7	0.0	4.2	14.1
*7	All	83.1	% DIFF	7.6	-17.0	-2.7	9.6	-0.3	0.3	-6.6	2.3	8.6	7.8	-1.5	-1.5	-5.4	-1.3	8.3	7.8	-5.0	0.0	-5.1	8.6	6.0
			BAL DIFF	7.3	-17.1	-2.0	8.8	-0.8	0.7	-2.0	-2.9	2.7	1.8	-1.1	0.4	-0.1	-1.7	13.6	1.8	-3.8	-0.9	-4.0	6.7	6.8
8	13	63.2	% DIFF	8.8	-21.6	4.7	4.8	-1.0	2.8	-10.4	-4.8	7.8	-3.8	6.5	-3.0	0.9	2.6	-12.1	-11.7	-29.7	-10.5	-0.1	7.4	-7.7
			BAL DIFF	8.2	-19.1	3.7	4.8	-2.9	2.7	0.9	-0.0	1.1	-6.8	1.0	-2.6	3.0	1.0	-1.9	-14.5	-21.1	-5.7	-1.3	5.5	-3.8
8	17	70.0	% DIFF	9.8	-19.6	0.1	9.8	-1.0	1.0	-14.3	5.2	1.9	1.0	6.8	0.4	-3.7	-0.9	1.9	10.9	-9.9	-10.1	1.9	5.5	23.4
			BAL DIFF	8.6	-18.8	0.4	10.3	-1.8	1.7	-11.8	4.5	0.5	-3.3	5.4	0.5	0.3	-1.8	8.6	11.2	-5.3	-9.4	0.6	4.9	18.7
8	All	71.1	% DIFF	8.0	-24.6	-0.8	12.5	-1.6	1.5	-2.7	2.8	14.2	2.8	-2.9	-2.6	-5.2	-0.3	2.0	2.6	-8.2	-4.9	-1.5	12.0	2.7
			BAL DIFF	7.7	-24.6	-0.4	12.4	-2.7	2.5	3.4	-0.1	6.0	-3.1	-3.3	-0.8	2.0	-1.1	9.9	-3.2	-5.5	-6.3	-0.4	8.5	6.0

EXPR. 454 (Text for this exercise has not been released)

1	13	80.2	% DIFF	2.0	-12.7	5.9	3.8	-4.1	3.6	-14.2	-11.2	2.3	-5.8	5.4	5.5	-2.1	1.8	-6.5	-13.0	-4.5	-5.0	-4.3	6.9	-15.8
			BAL DIFF	1.8	-12.4	5.6	4.3	-4.0	3.6	-8.2	-7.3	-1.9	-6.3	3.1	4.8	-0.3	-0.3	4.9	-8.0	0.6	-2.1	-4.5	5.2	-11.0
1	17	78.6	% DIFF	8.1	-20.1	3.3	8.1	-2.8	2.4	-4.7	-5.1	4.5	-5.7	6.8	2.3	-3.2	0.7	-7.0	7.2	-2.9	-9.5	2.7	3.5	-6.4
			BAL DIFF	7.4	-20.0	1.8	8.0	-1.0	2.6	0.7	-6.6	1.7	-8.3	3.1	3.2	0.5	-0.6	2.5	2.8	1.0	-6.7	1.9	2.3	-12.4
1	All	80.9	% DIFF	2.6	-16.2	-0.3	10.9	1.4	-1.3	-8.6	-2.5	14.1	1.7	-3.9	0.1	-5.3	1.3	-13.9	10.8	-2.3	-1.7	1.9	5.2	-17.8
			BAL DIFF	2.0	-14.4	0.5	9.1	0.8	-0.7	-7.0	2.9	9.6	-2.1	-4.8	1.5	-1.7	1.0	10.4	7.6	0.2	0.5	0.4	2.2	-14.9
2	13	86.4	% DIFF	2.9	-9.8	3.8	1.9	-0.8	0.7	-3.0	-11.0	3.1	-8.6	3.3	4.5	-2.0	1.8	-7.6	-9.4	-13.6	-0.6	-0.9	3.1	-7.2
			BAL DIFF	2.9	-9.7	1.4	2.6	-1.0	0.9	2.7	-7.6	0.1	-9.6	1.0	3.8	-0.4	0.3	-0.0	-5.7	-10.7	1.9	-1.0	1.7	-3.1
2	17	88.4	% DIFF	4.2	-13.8	5.5	0.9	-1.5	1.3	-3.7	-6.1	0.5	0.5	5.6	-0.2	-0.3	0.4	-8.8	5.1	-8.0	-6.9	3.3	2.9	-7.6
			BAL DIFF	3.6	-13.5	5.9	0.8	-1.7	1.4	-0.4	-8.1	-0.7	-0.9	2.7	0.9	2.2	-0.7	3.0	2.9	-5.1	-5.2	2.5	2.3	-12.1

2	A4	89.1	% DIFF	0.1	-13.1	4.3	5.1	-2.3	2.0	-7.3	2.0	7.6	3.5	0.2	-1.7	-6.6	0.7	-6.6	3.5	-0.4	-7.9	3.8	5.0	-16.8
			BAL DIFF	-0.3	-11.0	4.3	3.8	-2.2	2.0	-5.8	5.1	5.3	2.3	-1.2	-0.6	-4.3	0.4	-3.3	-0.0	1.7	-7.0	2.2	1.5	-15.3
3	13	76.6	% DIFF	5.6	-10.5	2.4	1.1	-0.6	0.5	0.5	-0.8	-6.1	-3.8	-2.3	8.5	0.9	-0.6	6.2	-6.5	-3.4	2.3	-1.9	3.2	-12.7
			BAL DIFF	8.1	-15.8	3.1	3.4	-0.8	0.7	6.0	-4.6	-8.7	-4.0	-5.2	5.0	3.8	-2.1	15.3	-6.1	-1.4	3.5	-2.4	3.1	-12.6
3	17	75.8	% DIFF	6.7	-11.7	1.1	5.3	-2.5	2.1	-1.2	1.0	-5.1	-4.8	3.1	-0.5	2.4	-2.8	13.1	10.0	-3.1	0.7	-1.3	2.7	-38.0
			BAL DIFF	8.7	-18.9	3.1	5.8	-2.2	1.9	3.8	-8.1	-4.8	-8.7	0.0	3.0	6.4	-3.8	21.8	5.4	-1.1	0.8	-2.1	3.0	-37.5
3	A4	72.1	% DIFF	5.0	-15.0	-4.3	12.6	-1.3	1.1	-10.6	7.5	12.5	18.7	-6.4	-5.0	-4.1	-2.9	16.8	25.1	-0.4	-18.8	2.8	8.3	0.3
			BAL DIFF	4.8	-14.7	-2.1	9.8	-1.8	1.6	-7.6	-1.8	7.1	10.5	-5.1	-1.0	1.2	-3.5	23.4	18.4	0.1	-18.5	3.2	8.8	-8.0
4	11	78.5	% DIFF	4.4	-9.5	1.4	-0.3	-4.0	3.6	-8.1	-4.8	4.1	-2.7	-0.2	3.8	-1.1	0.8	-0.7	-10.8	-16.5	-1.3	-3.8	5.6	-8.4
			BAL DIFF	5.2	-10.8	3.5	0.0	-4.1	1.7	-2.2	-4.3	0.7	-2.7	-2.6	3.2	1.4	-0.7	7.2	-7.1	-13.5	0.9	-3.9	4.6	-6.2
4	17	84.9	% DIFF	5.6	-14.7	3.5	4.2	-0.9	0.8	-6.8	4.5	1.1	1.9	6.9	-0.8	-6.1	-1.6	6.8	7.3	-8.5	-0.6	0.2	1.7	-14.5
			BAL DIFF	4.8	-15.4	4.5	4.5	-0.6	0.6	-3.4	-1.3	1.1	-0.9	8.7	1.4	-3.3	-2.2	12.2	8.5	-1.4	0.8	-1.0	1.4	-17.8
4	A4	90.3	% DIFF	1.0	-14.6	4.3	5.2	1.8	-1.7	-7.0	4.7	8.1	3.7	-1.3	-0.3	-7.9	-0.3	1.0	6.4	-1.3	-5.6	5.3	2.4	-12.3
			BAL DIFF	1.1	-13.9	4.8	3.7	2.1	-1.8	-5.1	4.1	4.9	0.2	-1.8	1.4	-4.2	-0.7	5.2	3.0	0.2	-5.4	4.0	2.0	-13.0
5	11	87.3	% DIFF	2.9	-8.7	3.5	0.8	-1.0	0.9	-13.8	-7.0	6.4	0.4	2.2	3.0	-1.8	2.1	-6.4	-17.7	-15.4	-6.3	0.2	3.6	-6.3
			BAL DIFF	2.2	-6.8	2.7	0.9	-1.0	0.9	-8.3	-1.1	3.2	0.6	-0.1	1.8	-0.7	1.0	-0.8	-15.0	-11.1	-3.4	0.1	2.2	-3.5
5	17	94.0	% DIFF	1.0	-3.2	-0.1	-0.3	-1.3	1.1	-5.8	-4.8	1.2	2.6	1.7	1.2	0.3	0.9	-5.0	-1.9	-3.1	-2.5	-1.1	2.7	-5.3
			BAL DIFF	2.2	-2.8	0.3	-0.8	-1.6	1.4	-4.2	-3.0	-0.2	2.6	0.5	0.9	0.7	0.6	-2.8	-2.1	-1.8	-2.1	-1.1	2.4	-7.1
5	A4	96.0	% DIFF	-1.1	-3.4	1.5	2.2	-0.4	0.3	-2.3	-2.2	4.0	2.1	-0.9	-0.6	-1.1	0.8	-7.4	3.6	-0.8	-2.2	3.3	2.7	-17.5
			BAL DIFF	-1.3	-2.0	1.3	1.6	-0.4	0.4	-1.8	1.8	2.5	1.9	-1.4	-0.6	-0.6	0.6	-5.3	2.4	-0.2	-1.5	2.6	2.0	-15.9
*6	13	87.8	% DIFF	3.6	-10.3	3.2	2.7	-2.4	2.2	-10.7	-5.1	3.4	-4.2	3.1	3.3	-1.7	1.2	-2.2	-13.6	-12.2	-0.7	-2.1	4.2	-9.4
			BAL DIFF	3.8	-10.9	3.0	3.6	-2.5	2.2	-8.9	-2.7	0.3	-4.6	0.7	2.8	0.0	-0.2	5.5	-11.4	-7.8	1.7	-2.4	2.9	-6.8
*6	17	72.3	% DIFF	2.9	-22.0	9.0	7.4	1.5	-1.2	1.0	2.3	-5.6	1.8	6.9	0.3	-5.0	3.4	-11.6	-24.6	-28.6	-19.9	15.7	5.9	-43.3
			BAL DIFF	2.7	-19.0	7.1	7.6	0.0	0.0	6.3	5.3	-11.8	0.5	2.3	-0.3	-0.4	2.6	-6.2	-24.9	-23.0	-17.6	13.3	5.8	-42.8
*6	A4	91.6	% DIFF	1.2	-14.6	4.5	4.6	0.9	-0.8	-12.0	6.0	6.7	5.0	-1.6	1.3	-6.9	-0.5	1.8	7.7	-2.9	-3.3	4.5	1.3	-8.7
			BAL DIFF	0.8	-13.5	5.1	3.2	1.1	-1.0	-10.6	5.0	8.4	1.5	-2.4	3.0	-3.3	-0.7	8.4	5.7	-1.4	-3.0	3.0	1.2	-8.9
*7	11	74.7	% DIFF	4.6	-15.2	6.6	1.4	-3.2	2.9	-7.0	-8.8	1.8	-7.6	2.1	6.1	-2.1	1.1	-1.1	-15.3	-9.5	-5.6	-3.6	6.5	-12.8
			BAL DIFF	5.7	-18.0	6.8	3.4	-3.5	3.1	0.4	-8.4	-2.7	-9.0	-1.4	5.8	1.4	-1.2	11.8	-11.1	-8.7	-2.5	-4.0	5.0	-8.6
*7	17	68.5	% DIFF	5.0	-25.4	9.2	8.3	1.1	-0.9	-3.8	1.8	-8.1	-0.6	5.4	1.7	-8.2	2.5	-7.6	-20.4	-25.7	-19.5	14.0	6.2	-40.4
			BAL DIFF	5.4	-23.9	7.9	8.3	-0.1	0.1	2.6	8.2	-9.9	-2.9	0.1	2.0	1.4	1.4	0.4	-22.1	-19.8	-17.1	11.6	5.7	-41.2
*7	A4	93.3	% DIFF	0.9	-16.6	7.6	9.3	-0.2	0.2	-10.5	7.1	11.6	9.3	-1.4	-8.7	-7.9	-0.8	3.1	12.3	0.1	-9.8	2.8	2.7	1.0
			BAL DIFF	0.4	-18.8	3.8	6.7	-0.7	0.6	-9.2	4.2	9.4	5.6	-2.2	-2.6	-4.2	-0.8	5.0	5.8	2.3	-8.5	1.3	1.2	0.9
8	11	55.5	% DIFF	5.4	-16.0	6.5	1.3	-3.4	3.0	-8.0	-13.4	-1.0	-4.8	0.4	7.8	-0.3	2.1	-6.2	-17.7	-15.3	-2.6	-3.3	7.1	-18.5
			BAL DIFF	6.9	-18.1	6.4	2.2	-3.6	1.2	1.7	-9.2	-6.6	-4.6	-3.8	6.6	2.9	-0.3	6.7	-12.7	-10.9	1.0	-3.7	5.6	-18.5
8	17	49.2	% DIFF	6.8	-25.1	5.9	11.8	0.3	-0.3	0.1	-3.6	-2.0	-8.8	6.6	4.8	-3.1	2.6	-9.7	-17.1	-21.8	-17.1	12.2	5.0	-27.8
			BAL DIFF	7.3	-24.9	5.1	12.5	-0.6	0.5	7.0	-3.6	-7.4	-11.8	1.5	4.8	2.8	1.1	1.3	-19.8	-15.9	-14.0	10.4	3.8	-29.6
8	A4	68.7	% DIFF	8.0	-17.0	-7.9	15.4	-0.8	0.8	-15.1	4.4	16.8	14.3	-5.8	-4.7	-5.1	-0.9	2.7	18.3	-2.6	-22.8	3.1	11.6	6.2
			BAL DIFF	7.2	-14.5	-6.1	11.9	-1.9	1.7	-11.9	1.9	9.8	6.8	-5.0	-0.8	-0.3	-1.4	7.8	13.0	-1.1	-21.5	3.3	9.3	5.1

EXER. A55 (Text for this exercise has not been released)

1	11	9.6	% DIFF	1.4	1.2	-1.8	-2.2	-0.2	0.2	-3.7	-1.0	-1.2	-0.1	-0.1	2.7	0.1	0.4	-1.5	-2.2	0.9	-0.5	1.5	-1.3	2.1
			BAL DIFF	0.8	1.8	-1.7	-2.1	-0.3	0.3	-4.0	0.1	-2.6	0.0	0.2	2.4	-0.4	0.5	-2.8	-1.0	0.5	-1.3	1.1	-1.1	2.9

EXER. A56 (Text for this exercise has not been released)

1	11	95.6	% DIFF	1.4	-0.7	0.7	-1.7	-1.0	1.0	0.1	-1.1	-1.5	-0.1	2.1	0.5	-1.4	0.6	-1.5	-5.1	-11.1	-0.7	0.2	0.6	0.5
			BAL DIFF	0.8	0.2	0.3	-1.3	-1.1	1.1	0.4	0.4	-2.0	-0.2	2.1	0.1	-1.4	0.5	-1.9	-3.6	-10.1	-0.5	-0.1	0.6	1.4
1	A4	92.0	% DIFF	0.2	-0.6	1.7	-1.9	-1.4	1.1	-2.5	-2.4	-1.3	-0.1	2.6	0.7	-1.9	1.0	2.4	-27.0	1.4	-1.6	-1.5	3.4	-11.0
			BAL DIFF	0.3	-1.9	1.1	-0.3	-1.1	1.0	-1.2	-0.0	-2.2	1.2	1.4	0.8	-1.8	0.9	3.3	-26.1	2.0	-2.0	-1.9	2.8	-8.7

Res	Age	Natl Pval		REGION				SEX		SIZE AND TYPE OF COMMUNITY						COLOR			PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown
2	13	73.1	% DIFF	1.6	-5.5	2.6	0.2	-3.3	3.3	-7.4	-3.9	0.3	6.5	-1.6	2.3	-0.1	1.5	-8.3	-3.4	-24.9	-7.4	0.7	2.8	1.0
			BAL DIFF	0.6	-3.0	1.7	-0.0	-3.3	3.3	-6.1	0.8	-2.4	5.4	-1.9	1.4	0.9	1.2	-7.1	-1.6	-23.6	-6.2	0.6	2.2	2.3
2	All	48.5	% DIFF	0.9	-2.5	-4.0	6.3	-1.5	1.3	-4.8	-3.0	1.5	-8.0	7.5	2.5	-9.4	1.5	-7.1	-12.3	-0.9	-6.4	1.4	5.1	-5.3
			BAL DIFF	1.7	-2.0	-5.5	7.0	-1.2	1.1	-2.9	0.2	-0.5	-9.1	6.6	2.6	-8.4	1.1	-3.6	-13.7	1.1	-6.1	0.7	2.3	-1.3
PXFR, A57			(Text for this exercise has not been released)																				
1	13	27.1	% DIFF	4.8	3.2	-4.5	-2.5	0.6	-0.6	4.4	-8.4	-0.4	-7.8	-0.9	0.9	5.0	1.2	-5.1	-5.9	8.6	-7.5	-0.5	2.7	-7.8
			BAL DIFF	5.6	3.6	-5.6	-2.4	0.6	-0.6	6.9	-5.0	-1.6	-5.9	-1.8	-0.3	5.1	0.9	-3.7	-2.2	6.5	-8.7	-1.3	3.3	-5.9
2	13	6.8	% DIFF	4.4	0.2	-1.5	-3.1	0.3	-0.3	0.5	-4.3	-2.9	-5.1	1.3	0.9	2.8	0.8	-2.1	-6.4	-0.2	-3.0	-0.1	1.2	-2.9
			BAL DIFF	4.7	0.1	-2.1	-2.5	0.2	-0.2	2.1	-2.8	-3.3	-4.3	0.3	0.3	3.3	0.5	-1.1	-3.9	-1.2	-3.2	-0.7	1.5	-1.3
PXFR, A58			(Text for this exercise has not been released)																				
1	13	68.3	% DIFF	3.1	-14.5	4.1	7.6	2.7	-2.7	-3.0	-30.0	14.9	-10.5	2.9	1.9	4.2	5.8	-31.1	-18.9	-5.7	-18.9	-0.9	7.9	-17.3
			BAL DIFF	3.1	-10.0	1.6	6.0	2.1	-2.1	8.0	-14.1	7.6	-7.7	-1.4	0.9	3.3	4.0	-21.4	-13.7	-1.2	-12.9	-1.4	5.3	-9.8
PXFR, A59			(Text for this exercise has not been released)																				
1	13	85.7	% DIFF	2.9	-0.3	-2.4	0.1	-0.6	0.7	-7.0	-5.9	4.6	-1.3	1.6	1.5	-1.0	2.7	-14.0	-10.0	-4.0	-1.8	-1.6	3.5	-10.0
			BAL DIFF	1.1	3.2	-3.7	0.5	-0.9	1.0	-4.9	6.1	2.2	1.9	0.0	-0.4	-2.1	3.0	-15.4	-10.6	-2.7	-1.1	-1.7	2.8	-8.5
1	17	88.5	% DIFF	1.0	0.7	0.1	-2.0	0.6	-0.6	-1.0	-16.4	8.0	-0.9	3.0	-0.7	1.1	2.5	-11.2	-17.1	-4.8	-8.0	2.8	3.9	-25.0
			BAL DIFF	0.8	2.2	-0.2	-2.7	-3.0	2.7	0.5	-10.3	6.1	-0.1	2.0	-2.6	1.4	1.9	-8.8	-13.3	-4.6	-6.2	3.2	2.8	-22.8
1	All	34.4	% DIFF	-0.2	-6.5	3.1	1.8	-1.4	1.3	4.0	-3.8	3.4	8.2	0.2	-3.9	-1.6	1.0	-8.9	0.5	-3.0	-14.9	4.5	11.3	-11.4
			BAL DIFF	-1.8	-4.1	4.0	0.3	-1.3	1.2	6.3	0.2	0.5	10.1	-2.9	-3.0	0.8	0.5	-4.8	0.9	-2.8	-14.9	4.4	11.3	-11.4
*2	13	66.1	% DIFF	1.6	-1.7	-0.2	-0.0	0.1	-0.1	-10.2	-8.5	4.8	-1.4	3.5	0.5	0.4	3.0	-14.4	-13.8	-1.4	-10.2	-1.4	5.7	-14.1
			BAL DIFF	-0.6	2.5	-1.6	0.5	-0.1	0.1	-7.9	4.0	1.3	1.6	1.6	-0.9	-0.5	2.9	-13.8	-13.6	0.6	-9.2	-1.3	4.9	-12.2
*2	17	72.1	% DIFF	2.0	-2.3	1.4	-2.1	-4.6	4.2	-4.8	-19.4	9.1	-5.0	6.4	4.4	-2.9	3.3	-15.6	-20.0	-7.9	-13.7	3.9	7.1	-41.1
			BAL DIFF	1.4	0.2	1.1	-3.4	-5.2	4.7	-2.5	-10.6	6.2	-4.4	4.8	2.0	-2.1	2.2	-10.8	-13.0	-7.1	-11.0	4.2	5.4	-39.1
*2	All	29.9	% DIFF	0.8	-5.7	0.2	3.6	-0.3	0.2	1.9	-2.5	7.3	3.7	-1.4	-2.1	-2.2	1.4	-9.4	-5.6	-3.2	-13.3	4.9	11.4	-17.3
			BAL DIFF	-0.7	-3.9	1.0	2.8	-0.5	0.4	5.2	2.5	3.9	4.9	-4.4	-1.4	0.2	0.9	-5.1	-6.0	-2.4	-13.8	5.2	10.3	-16.6
3	13	36.9	% DIFF	4.7	-0.4	-0.8	-3.8	0.8	-0.8	-13.8	-14.7	7.9	-3.3	0.0	2.7	3.3	2.9	-13.2	-15.7	6.7	-6.3	-3.3	5.0	-10.5
			BAL DIFF	3.7	1.7	-1.3	-3.7	0.4	-0.4	-11.5	-6.4	6.1	-0.9	-1.6	1.1	3.1	2.1	-9.0	-13.2	0.0	-5.4	-3.1	4.0	-7.0
3	17	49.8	% DIFF	5.9	-5.8	1.6	-3.3	-5.5	4.9	-4.1	-15.8	8.6	-1.4	7.7	2.8	-6.3	4.4	-27.7	-12.6	-7.0	-11.4	1.4	6.8	-21.9
			BAL DIFF	4.8	-0.3	0.6	-5.9	-4.2	3.8	-2.0	-3.4	4.9	0.2	5.0	0.3	-5.8	3.7	-25.2	-6.1	-6.1	-8.4	1.6	5.0	-20.6
3	All	15.5	% DIFF	0.1	-1.2	-1.6	3.0	0.5	-0.5	2.4	-2.9	6.3	8.1	-1.7	-3.3	-1.6	0.8	-7.9	4.2	-4.2	-6.7	6.7	4.2	-7.2
			BAL DIFF	-1.8	1.6	-0.7	1.6	0.1	-0.1	3.8	0.4	5.3	9.2	-3.5	-3.1	-0.8	0.6	-6.7	3.5	-3.7	-6.9	6.8	3.4	-6.7
*4	13	11.6	% DIFF	1.7	-0.6	-1.0	-0.1	-0.5	0.5	-1.8	-8.0	6.6	-2.3	2.4	-4.7	4.0	1.3	-6.5	-6.1	-5.3	-3.3	-2.7	3.5	-0.0
			BAL DIFF	2.0	0.7	-1.7	-0.7	-0.6	0.6	-0.2	-4.5	4.6	-1.9	1.5	-5.1	4.6	1.0	-4.9	-4.2	-3.8	-2.6	-2.7	2.9	1.8
*4	17	20.1	% DIFF	7.2	-6.3	0.6	-3.0	0.0	-0.0	-7.6	-10.4	9.9	0.2	0.4	4.6	-3.0	2.2	-13.2	-7.5	-9.3	-5.7	-0.9	6.0	-14.6
			BAL DIFF	6.2	-3.9	1.1	-4.8	-0.6	0.5	-6.0	-5.0	7.1	1.0	-1.5	3.2	-1.7	1.4	-8.7	-1.8	-7.8	-4.9	-0.6	4.7	-14.3
*4	All	4.6	% DIFF	0.2	0.9	0.2	-1.3	0.9	-0.9	1.8	-1.3	2.5	-3.9	-1.2	0.7	1.2	0.3	-2.5	-0.9	0.2	-0.5	-0.1	1.2	-4.6
			BAL DIFF	0.2	0.9	0.3	-1.3	0.8	-0.7	2.0	-0.4	2.0	-3.1	-1.3	0.5	1.0	0.2	-2.0	0.5	0.2	-0.4	-0.1	1.1	-4.5
5	13	41.4	% DIFF	6.9	-0.6	-1.9	-4.4	0.8	-0.8	-6.7	-5.1	-2.9	-1.5	4.2	0.2	2.2	1.5	-5.1	-11.8	1.1	-8.1	-4.5	7.2	-11.9
			BAL DIFF	5.7	0.9	-2.4	-3.9	0.5	-0.5	-3.9	0.4	-5.5	0.0	2.4	-1.0	3.3	1.0	-2.8	-9.4	2.0	-8.0	-5.2	7.4	-10.3
5	17	53.9	% DIFF	4.0	-3.1	-1.8	0.9	-0.4	0.4	-5.8	-17.5	12.4	-0.6	5.4	1.8	-3.9	3.9	-20.5	-18.5	-4.8	-13.5	3.5	6.0	-26.3
			BAL DIFF	2.9	0.8	-2.1	-1.0	0.1	-0.1	-3.4	-7.2	8.3	0.2	2.7	-0.1	-2.8	3.1	-16.8	-13.6	-3.1	-10.1	4.0	3.7	-26.3
5	All	20.2	% DIFF	0.2	-1.9	0.8	0.3	-3.0	2.7	9.3	-0.7	5.5	-4.2	1.5	-4.3	-1.9	0.8	-5.7	-1.3	-3.4	-8.9	4.3	8.5	-10.2
			BAL DIFF	-0.6	-0.5	0.8	0.0	-2.9	2.7	11.9	2.2	3.2	-3.6	-0.9	-3.1	-0.3	0.1	-1.4	1.0	-3.6	-9.9	5.0	8.2	-10.7

EXER. A60 (Text for this exercise has not been released)

1	17 80.4	% DIFF	0.3	-8.9	1.4	2.5	-1.2	1.1	-11.0	-4.5	6.1	5.7	-0.3	2.2	-1.9	2.6	-11.2	-15.5	4.6	-13.0	-2.1	5.8	-1.2
		BAL DIFF	-1.5	-2.1	1.5	1.5	-1.9	1.8	-8.9	2.6	1.8	6.0	-2.0	0.7	-0.7	2.1	-9.3	-14.3	7.1	-11.2	-1.4	3.8	-1.1
1	A4 83.7	% DIFF	-2.0	-0.5	-3.3	7.0	-0.4	0.4	0.7	-5.0	4.7	-1.2	0.2	-1.7	-0.9	1.6	-3.3	-16.3	-7.0	0.0	3.6	7.0	-14.2
		BAL DIFF	-1.2	0.8	-3.6	7.7	0.1	-0.1	3.6	0.0	2.2	-1.8	-0.3	-1.6	-0.1	1.4	-1.8	-16.6	-6.7	-0.4	3.7	5.6	-12.1
2	17 35.6	% DIFF	-1.1	+2.2	0.8	2.2	-2.0	1.9	-6.3	-1.2	0.8	3.0	4.4	-5.1	1.4	1.1	-6.4	-5.7	-9.0	-1.8	1.1	2.8	-1.2
		BAL DIFF	-1.9	0.6	3.1	1.3	-2.4	2.3	-3.9	2.4	-1.1	3.4	3.4	-5.9	1.4	1.4	-7.1	-5.5	-8.9	-1.3	1.3	2.1	-0.4
2	A4 44.8	% DIFF	1.7	-10.1	-1.2	6.1	1.3	-3.0	-3.9	-7.5	16.0	-2.2	-4.4	-5.5	2.0	2.2	-8.0	-23.4	-12.1	-1.9	7.4	4.4	6.0
		BAL DIFF	1.3	-9.4	-0.8	8.0	1.9	-1.6	1.0	-2.1	13.0	-7.7	-6.0	-4.6	5.3	1.5	0.7	-22.8	-10.5	-0.5	6.3	2.2	10.7

EXER. A61 (Text for this exercise has not been released)

1	A4 37.1	% DIFF	2.5	-7.8	-0.3	8.0	14.5	-13.5	8.6	-6.5	12.6	5.0	-1.0	-4.4	-6.3	2.0	-12.5	-10.0	-18.3	-7.7	7.6	15.5	1.8
		BAL DIFF	4.6	-0.0	-2.7	-1.4	13.9	-12.9	10.7	-2.9	6.2	4.5	-3.1	-1.8	-3.8	1.3	-6.5	-10.9	-19.9	-7.2	4.7	14.3	0.4
2	A4 16.0	% DIFF	2.4	-5.3	-0.1	1.8	6.2	-5.8	1.0	2.8	12.8	-1.8	-0.3	-3.1	-6.6	0.8	-7.8	4.7	-7.6	-6.5	7.1	5.3	-1.8
		BAL DIFF	2.6	-0.6	-1.1	-1.0	5.7	-5.3	1.3	5.6	10.3	-2.4	-1.0	-2.3	-5.3	0.7	-6.9	4.3	-5.1	-6.1	5.8	3.3	-0.1
*3	A4 12.5	% DIFF	-1.3	-3.1	0.6	1.5	6.8	-6.3	3.3	3.4	4.5	-0.5	1.1	-2.3	-4.8	1.2	-6.7	-8.4	-5.6	-6.3	7.1	3.1	-1.5
		BAL DIFF	-0.4	-0.2	-0.7	1.9	6.2	-5.4	3.4	5.5	3.2	-0.2	0.1	-1.6	-4.0	1.1	-6.3	-8.7	-3.1	-6.1	5.4	1.9	-1.0
*4	A4 11.6	% DIFF	-0.6	-2.6	1.0	1.3	6.5	-6.0	1.5	4.0	5.4	-1.5	1.6	-2.8	-4.7	1.1	-6.7	-7.5	-4.3	-6.5	6.1	3.2	-0.6
		BAL DIFF	0.1	0.7	-0.2	-0.4	6.0	-5.6	1.3	6.5	4.7	-0.8	0.5	-2.2	-4.5	1.2	-7.0	-7.6	-2.4	-6.1	4.4	1.9	0.1
5	A4 6.8	% DIFF	-1.7	-4.8	0.0	6.1	2.8	-2.6	-0.1	4.6	6.0	2.2	-2.8	-0.8	-2.2	0.4	-2.2	-2.7	-3.4	-1.7	0.3	3.3	4.2
		BAL DIFF	-1.3	-3.5	-0.1	4.8	2.3	-2.1	0.6	5.9	4.6	1.6	-3.2	-0.3	-1.4	0.6	-3.2	-5.8	-1.4	-1.6	-0.4	1.8	4.5
*6	A4 4.3	% DIFF	-2.0	-2.8	-1.0	6.4	1.8	-1.6	2.3	5.8	5.6	-0.9	-1.8	-3.3	-0.2	0.5	-2.8	-4.3	-1.1	-1.8	-1.6	2.4	6.6
		BAL DIFF	-1.7	-2.2	-1.2	5.8	1.2	-1.1	2.7	8.2	5.0	-1.3	-2.0	-3.3	-0.1	1.0	-5.3	-7.3	0.7	-1.9	-2.1	0.9	7.8
*7	A4 1.9	% DIFF	-0.3	-1.2	0.1	1.3	0.3	-0.3	0.4	8.2	0.1	-0.9	-0.3	-1.1	-1.2	0.2	-0.6	-1.9	-0.3	-0.3	0.7	0.2	-1.9
		BAL DIFF	-0.2	-0.6	-0.2	1.1	0.1	-0.1	0.3	10.1	-0.1	-0.3	-0.7	-1.2	-1.1	0.5	-3.4	-2.4	0.2	-0.2	0.3	0.0	-1.7

EXER. B 1 OBJECTIVE: Recognize instances of the proper exercise or denial of constitutional rights and liberties.

Know police do not have the right to come inside one's house and gave reason.

1	9 20.5	% DIFF	3.5	-3.5	-0.6	0.1	4.2	-4.5	-2.7	-2.3	4.8	4.0	4.8	-1.1	-6.7	0.9	-2.6	-7.8	-7.7	-4.2	-2.7	3.2	-0.9
		BAL DIFF	2.1	-1.1	-1.4	0.6	4.4	-4.7	-2.5	0.9	3.8	4.1	4.3	-1.5	-6.3	0.9	-1.4	-9.0	-3.4	-1.7	-2.3	2.2	-0.6
1	13 68.1	% DIFF	3.8	1.3	-7.2	3.5	6.9	-7.1	-12.5	-8.7	6.2	7.5	-0.6	1.6	-0.8	2.6	-10.7	-17.2	-10.3	-7.7	-2.9	4.7	2.5
		BAL DIFF	1.5	4.7	-7.9	3.9	6.4	-6.6	-8.9	2.3	3.0	8.6	-2.2	0.0	-0.7	2.8	-11.3	-19.0	-8.3	-6.6	-2.0	1.8	1.2
1	17 80.7	% DIFF	-3.8	-0.5	2.4	1.4	2.4	-2.1	3.8	3.3	0.7	-5.3	0.5	-0.3	-0.4	0.4	-1.8	-1.0	-2.3	0.5	1.3	-0.0	-19.4
		BAL DIFF	-4.1	-0.3	2.3	1.8	2.3	-2.1	2.2	3.7	0.6	-5.3	0.4	0.3	-0.4	0.4	-2.6	-0.6	-3.1	0.7	1.2	0.0	-19.0
1	A4 82.9	% DIFF	-2.3	-1.7	0.6	1.6	0.6	-0.5	-6.2	-5.0	-4.2	-3.2	2.4	7.7	-1.7	2.6	-8.8	-43.8	-4.3	4.4	0.9	6.0	-24.3
		BAL DIFF	-2.9	-2.0	-0.2	5.8	1.5	-1.4	-3.8	0.9	-8.2	2.3	1.8	6.9	-1.3	2.1	-5.4	-42.4	-2.9	3.6	0.1	5.7	-24.0

Reg	Age	Natl Pval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
PXER. B 2 OBJECTIVE: Support rights and freedoms of all individuals. Recognize the main functions of governmental bodies.																								
Stated that a jury, trial, judge or court decides whether a person is guilty.																								
1	13	81.4	% DIFF	7.5	-4.2	-3.8	0.4	-0.3	0.3	-8.8	-11.0	0.1	3.6	3.2	2.1	-0.9	1.8	-5.2	-18.0	-5.9	-11.8	2.0	1.8	-3.0
			BAL DIFF	6.7	-3.4	-8.9	1.7	-0.7	0.7	-5.2	-6.8	-1.8	4.9	0.8	1.2	0.5	1.2	-1.8	-13.5	-5.3	-9.8	1.8	1.5	-3.0
PXER. B 3 OBJECTIVE: Understand the value of Constitutional rights and freedoms.																								
Would limit assembly only when prohibited constitutionally																								
1	13	48.0	% DIFF	8.3	-1.8	-1.8	-1.7	-1.0	1.0	-6.8	0.7	-8.1	0.1	0.5	-0.9	8.7	0.2	-1.3	-0.8	22.2	5.8	-1.6	-1.6	0.9
			BAL DIFF	4.7	-3.2	-0.9	-1.0	-1.8	1.3	-5.9	0.1	-3.2	0.5	0.1	-1.7	5.5	0.2	-0.5	-2.3	22.8	6.8	-1.9	-1.6	1.3
Accept the right of all kinds of people to assemble.																								
2	13	52.6	% DIFF	-0.8	-1.8	-1.9	3.9	-0.2	0.2	-7.6	-5.0	6.3	0.3	-1.3	-1.9	8.6	1.8	-3.8	-12.8	-2.5	-2.2	-0.9	2.8	-6.5
			BAL DIFF	-0.0	-1.8	-3.1	8.9	-0.8	0.8	-6.7	0.0	8.6	2.2	-2.1	-2.9	8.5	1.3	-1.6	-15.3	-0.7	-0.2	-0.3	1.8	-6.3
PXER. B 4 OBJECTIVE: Defend rights and liberties of all kinds of people uniformly.																								
Believe a person on radio or TV should be allowed to say: "Russia is better than the United States." (not in exhibits)																								
1	13	20.8	% DIFF	0.6	-5.8	3.9	-1.0	1.1	-1.3	3.3	-2.9	12.8	-3.8	-0.6	-2.7	-0.2	1.2	-7.0	-1.3	-2.6	-8.9	-8.5	5.7	-5.3
			BAL DIFF	1.2	-3.2	2.9	-3.1	1.8	-1.8	5.6	0.1	9.8	-3.0	-1.9	-2.5	-0.2	0.8	-5.5	1.5	-1.5	-3.3	-8.8	8.9	-3.7
1	17	49.8	% DIFF	9.7	-12.7	0.0	-0.1	5.7	-5.3	-15.6	-2.5	16.8	3.8	6.6	0.8	-10.8	1.2	-10.9	1.8	-25.8	-11.8	1.6	11.1	-9.3
			BAL DIFF	5.6	-7.8	0.9	-2.0	8.0	-3.7	-11.3	1.2	11.2	8.7	5.6	-0.8	-9.1	0.2	-5.2	6.8	-23.1	-8.3	1.8	9.1	-11.9
1	A#	56.3	% DIFF	7.1	-12.7	-0.9	1.0	3.1	-2.8	-5.1	-8.5	17.0	1.7	-8.3	1.3	-8.2	1.9	-15.9	1.3	-11.7	-8.1	2.0	18.0	-21.9
			BAL DIFF	5.8	-9.6	0.2	0.8	2.2	-2.0	-1.3	6.0	5.4	5.9	-7.3	8.5	-3.1	1.5	-11.8	-1.8	-9.9	-5.8	0.8	16.0	-22.7
"Some races of people are better than others." (not in exhibits)																								
2	13	15.7	% DIFF	-1.5	-0.8	-0.3	8.3	2.8	-2.8	7.8	0.8	-2.8	0.5	8.3	-3.5	-1.6	-0.5	2.8	0.7	1.4	-5.7	-1.5	1.8	5.0
			BAL DIFF	-1.6	-0.3	-0.7	8.5	2.2	-2.2	8.7	-0.9	-1.3	-0.8	8.6	-3.0	-1.5	-0.8	2.5	0.8	2.2	-5.9	-1.6	1.6	5.0
2	17	31.8	% DIFF	7.1	-7.2	-1.7	0.3	6.9	-6.3	-1.5	-11.5	19.9	3.5	-1.7	-1.5	-8.8	1.3	-9.3	-2.9	-7.8	-12.1	-1.6	8.7	-15.0
			BAL DIFF	5.3	-5.2	-0.8	-1.7	5.6	-5.2	1.5	-8.3	13.6	8.8	-2.5	-2.7	-2.5	0.8	-2.6	-1.2	-5.7	-9.6	-1.1	6.8	-17.8
2	A#	37.2	% DIFF	3.9	-6.7	-1.0	2.0	2.6	-2.3	-13.8	-5.5	19.1	0.5	-0.3	-6.9	-3.8	-0.0	-8.8	10.6	-12.0	-6.2	1.1	17.9	-21.8
			BAL DIFF	2.5	-2.7	0.8	-1.1	1.0	-0.9	-10.2	-0.9	10.5	1.7	-1.6	-8.3	1.0	-0.9	2.2	11.1	-11.2	-8.8	1.8	15.5	-21.7
"It is not necessary to believe in God." (not in exhibits)																								
3	13	23.5	% DIFF	3.0	-11.1	8.1	2.9	-0.0	0.0	-7.3	-7.8	19.3	3.0	8.7	-3.0	-8.7	1.7	-10.3	-1.7	-8.9	-8.7	-5.7	7.3	-8.9
			BAL DIFF	2.1	-7.1	3.0	0.9	-0.2	0.2	-5.0	-8.1	15.2	8.9	3.2	-3.0	-8.8	0.9	-5.8	0.6	-0.2	-0.2	-5.1	5.6	-8.9
3	17	49.1	% DIFF	7.8	-5.1	-8.3	2.5	8.8	-8.8	-11.0	-12.9	18.6	3.8	8.8	-1.6	-8.8	1.9	-11.8	-6.6	2.9	-16.6	-5.8	10.1	7.8
			BAL DIFF	8.9	-3.1	-2.7	1.0	1.8	-3.5	-8.8	-8.3	11.3	3.9	7.5	-2.8	-5.3	0.7	-8.5	-2.6	8.5	-12.9	-5.6	7.9	7.9
3	A#	55.5	% DIFF	10.1	-10.8	-2.9	0.8	8.3	-3.9	-16.8	-7.3	20.8	-8.6	-0.8	1.1	-7.6	3.1	-17.1	-17.2	-18.1	-5.3	1.9	23.1	-25.8
			BAL DIFF	9.2	-7.9	-2.6	-1.2	3.1	-2.8	-10.7	8.6	6.6	-2.8	-3.9	8.0	-1.8	2.2	-10.3	-16.1	-15.2	-3.3	0.0	20.6	-28.6

Would allow all three statements.

4	13	5.0	% DIFF	-0.6	-1.9	0.3	3.2	0.5	-0.5	-0.1	0.3	2.7	-1.8	0.9	-0.7	-0.4	0.4	-3.0	1.8	2.6	-3.4	-2.0	2.7	-3.0
			BAL DIFF	-0.9	-0.6	-0.2	2.6	0.4	-0.4	0.8	2.3	0.9	-1.2	0.9	-0.8	-0.8	0.4	-3.1	1.0	3.2	-3.4	-2.0	2.4	-2.8
4	17	21.7	% DIFF	10.0	-9.7	-8.4	8.7	8.5	-8.2	-6.8	-12.8	26.2	1.4	-0.4	-1.4	-5.5	1.5	-10.9	-2.3	-13.7	-9.9	-2.6	9.7	-5.0
			BAL DIFF	7.1	-7.5	-3.2	4.2	2.8	-2.6	-3.0	-9.2	21.7	0.8	-1.3	-2.8	-3.7	0.4	-3.8	0.5	-11.5	-5.9	-1.5	6.6	-3.8
4	A4	32.5	% DIFF	5.8	-8.5	-0.5	0.8	3.7	-3.3	-14.3	-3.4	21.0	-7.5	-0.3	-6.4	-4.6	1.5	-11.9	0.7	-15.4	-9.4	1.6	22.2	-20.0
			BAL DIFF	4.4	-3.9	0.3	-2.2	1.8	-1.6	-10.1	5.3	11.3	-3.5	-2.5	-3.5	0.4	0.5	-8.9	2.0	-13.6	-7.2	1.4	19.3	-19.3

Would allow all three and give freedom of speech as reason.

5	13	3.8	% DIFF	-0.9	-1.7	0.7	2.6	0.7	-0.7	0.8	-0.9	2.9	-0.6	-0.7	-0.1	-0.2	0.4	-2.3	-0.5	2.2	-2.7	-1.6	2.1	-3.1
			BAL DIFF	-0.9	-0.9	0.4	2.2	0.7	-0.7	1.4	0.6	1.6	-0.0	-0.7	-0.1	-0.6	0.1	-1.9	-0.7	2.7	-2.2	-1.4	1.9	-2.7
5	17	18.3	% DIFF	9.2	-9.9	-7.7	8.8	3.5	-3.3	-8.0	-12.3	25.6	-1.5	-0.1	0.3	-6.9	1.2	-9.9	-0.3	-12.2	-9.8	-3.0	9.7	-11.5
			BAL DIFF	6.6	-8.1	-2.5	4.6	1.8	-1.7	-1.0	-9.1	21.5	-2.5	-1.0	-0.6	-4.9	0.1	-2.5	2.6	-10.1	-5.8	-2.0	6.7	-11.1
5	A4	24.6	% DIFF	3.9	-3.7	-3.2	2.1	1.9	-1.7	-9.7	1.0	15.4	-2.8	-1.6	-3.4	-4.2	0.9	-11.0	8.6	-11.1	-7.0	2.1	15.0	-12.1
			BAL DIFF	2.8	0.7	-2.5	-0.9	0.5	-0.4	-7.8	9.1	7.1	-0.1	-3.0	-1.8	-0.8	0.6	-8.8	9.3	-10.2	-5.6	2.9	12.9	-12.7

EXPR. 9 5 OBJECTIVE: Support rights and freedoms of all individuals. Support free communication.

Think it is all right to tell other people the Governor or President is doing a bad job and gave reason.

1	9	23.7	% DIFF	3.5	-5.8	-0.3	1.5	-0.7	0.7	-12.3	-11.3	5.1	-1.2	6.1	0.9	-1.0	2.5	-13.3	-9.6	-1.4	-11.2	-3.8	8.2	-7.0
			BAL DIFF	1.8	-2.5	-1.0	1.5	-0.8	0.8	-9.0	-3.1	0.9	-0.8	4.2	0.9	-0.9	1.7	-8.4	-7.8	2.2	-8.1	-1.8	6.8	-5.9
1	13	55.3	% DIFF	6.8	-10.6	0.2	2.0	3.3	-3.3	-14.0	-14.3	9.8	4.0	4.9	-2.9	2.1	3.2	-13.2	-15.7	-5.7	-17.0	-0.3	5.3	-6.8
			BAL DIFF	6.2	-7.6	-1.9	2.8	2.7	-2.6	-8.8	-6.2	5.8	6.1	1.3	-3.9	3.0	2.3	-7.3	-15.3	-2.7	-11.6	-0.3	1.9	-6.5

EXPR. B51 (Text for this exercise has not been released)

1	9	77.7	% DIFF	0.7	-8.8	8.2	-2.3	-0.3	0.3	-6.1	-15.7	1.3	2.0	0.7	3.8	0.7	3.1	-14.1	-15.6	0.1	-9.1	8.3	3.2	-7.7
			BAL DIFF	-0.6	-2.8	3.6	-1.6	-0.3	0.1	-5.8	-5.1	-0.1	3.8	-0.6	2.5	-0.1	2.3	-10.4	-11.8	3.7	-6.7	3.8	2.8	-6.8
2	9	40.1	% DIFF	-1.4	-1.2	7.6	-0.8	1.5	-1.6	-2.0	-11.8	1.2	0.0	-1.9	8.5	0.8	2.7	-10.0	-17.8	0.3	-9.5	1.3	8.7	-13.7
			BAL DIFF	-2.1	-0.5	1.9	0.1	1.2	-1.3	-2.3	-0.7	-1.5	2.9	-2.5	3.2	-0.8	2.0	-7.1	-18.1	2.7	-8.1	0.6	8.0	-12.4

EXPR. B52 (Text for this exercise has not been released)

1	13	81.2	% DIFF	1.6	-6.5	2.6	0.8	-1.5	1.4	-6.7	-15.6	7.6	2.0	8.2	0.5	-3.1	2.9	-15.6	-6.9	-12.2	-10.6	-1.2	5.0	-8.4
			BAL DIFF	0.2	-3.1	2.6	-0.6	-1.6	1.8	-8.0	-7.8	8.8	8.2	3.3	-0.9	-2.9	2.1	-11.1	-8.7	-9.0	-8.7	-0.8	1.8	-6.2
1	17	91.5	% DIFF	-0.0	-3.0	-1.2	8.5	-0.9	0.8	-11.8	-0.7	8.0	8.2	8.2	-3.1	-1.8	1.0	-5.2	-5.1	-7.9	-6.8	2.8	3.9	-16.2
			BAL DIFF	-0.8	-0.6	-0.8	2.1	-1.2	1.1	-9.5	2.8	6.7	8.1	3.1	-3.8	-1.6	0.7	-3.9	-3.3	-7.1	-5.1	1.2	2.7	-17.8
1	A4	90.1	% DIFF	0.6	-5.6	2.0	1.8	2.4	-2.2	-7.8	-11.8	5.8	-3.5	8.1	-2.7	0.1	2.8	-10.2	-15.7	-8.1	3.5	8.1	5.1	-17.6
			BAL DIFF	-0.7	-3.9	1.5	2.3	2.9	-2.7	-6.0	-3.8	3.5	-3.5	2.8	-2.2	0.8	1.8	-6.8	-18.0	-6.1	8.1	2.5	1.9	-15.2

EXER. B53 (Text for this exercise has not been released)

1	13	87.0	% DIFF	2.6	-7.7	3.0	-0.2	-2.0	1.8	-6.1	-9.3	8.7	-8.9	5.4	1.9	-2.7	3.1	-11.5	-17.5	-21.7	-11.8	2.3	8.8	-8.0
			BAL DIFF	-0.8	-3.8	1.5	1.8	-1.5	1.4	-5.6	-1.5	5.2	-6.5	3.8	1.8	-2.2	2.8	-8.3	-18.5	-18.7	-11.7	2.6	2.5	-1.1
1	A4	93.0	% DIFF	1.5	-0.5	0.8	-2.3	1.8	-1.7	-11.3	-7.3	1.9	2.5	1.8	-0.2	-0.1	1.8	-7.8	-29.5	-2.9	-8.9	8.5	5.0	-18.6
			BAL DIFF	0.9	0.3	0.3	-2.0	1.8	-1.7	-9.8	0.8	1.2	5.3	1.1	-0.8	-0.9	1.8	-7.8	-21.5	-0.9	-5.1	1.6	8.0	-18.1

EXPR. B54 (Text for this exercise has not been released)

1	13	60.6	% DIFF	-0.9	2.0	1.9	-1.1	5.1	-4.9	-0.8	-5.1	6.8	-0.9	8.0	-0.8	-8.0	2.1	-8.3	-12.5	-18.1	-8.0	-6.0	8.8	-9.5
			BAL DIFF	-2.6	6.8	0.3	-3.2	8.7	-8.6	0.6	3.5	3.3	1.0	8.0	-1.1	-5.6	1.9	-8.8	-7.9	-12.2	-8.1	-5.8	8.1	-9.8

Pos	Age	Natl Prsl		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
1	17	89.6	% DIFF	0.7	-2.2	-0.2	1.5	0.4	-0.4	-3.6	-8.0	4.6	-2.2	0.2	2.1	0.1	2.0	-10.9	-9.4	-8.7	-1.0	-1.4	2.9	-7.8
			BAL DIFF	-0.1	-0.8	0.2	1.0	0.2	-0.2	-2.3	-3.5	3.1	-1.7	-0.8	1.3	0.3	1.7	-8.5	-8.9	-7.2	0.3	-1.4	2.2	-8.1
1	All	95.6	% DIFF	-1.8	-1.2	0.6	2.5	0.8	-0.7	-3.3	-5.7	0.4	-3.2	1.1	1.8	0.9	1.8	-8.3	-19.0	-4.5	2.1	2.0	1.4	-0.7
			BAL DIFF	-1.1	-1.2	-0.4	3.0	0.9	-0.8	-2.8	-1.3	-0.0	-3.3	-0.4	1.8	1.7	1.6	-7.4	-17.3	-2.9	2.1	1.1	0.1	1.4
2	13	22.8	% DIFF	-3.7	-0.8	2.5	1.6	2.6	-2.6	-7.2	-6.8	14.5	0.5	-5.0	0.8	1.3	1.3	-6.2	-4.9	-16.3	-8.2	-3.8	6.3	-4.4
			BAL DIFF	-3.7	1.5	1.6	0.6	2.6	-2.5	-6.6	-2.9	11.7	0.7	-4.9	0.6	1.1	0.6	-2.8	-2.1	-14.8	-7.8	-2.8	5.4	-4.5
2	17	62.3	% DIFF	-3.1	-4.1	4.4	1.9	2.7	-2.3	1.7	-11.3	-2.8	1.4	0.1	-0.1	5.1	3.1	-18.9	-10.9	-10.0	-4.7	-0.2	3.7	-4.6
			BAL DIFF	-3.0	-2.2	3.6	1.1	2.1	-1.8	3.1	-3.9	-5.4	2.6	-1.3	-1.5	5.1	3.0	-16.9	-12.3	-8.7	-3.4	-1.4	1.6	-2.9
2	All	80.9	% DIFF	-3.3	-7.8	1.2	9.1	3.6	-3.3	-8.0	-20.6	7.5	-2.8	1.0	0.3	2.1	4.8	-22.8	-49.4	-11.2	-0.7	9.4	6.1	-15.0
			BAL DIFF	-2.4	-7.0	-1.2	10.7	3.8	-3.5	-6.1	-8.6	4.6	-2.5	-2.5	0.5	5.3	3.8	-16.1	-46.9	-5.8	-0.9	7.4	1.7	-9.7

EXPR. C 1 OBJECTIVE: Understand the need for law and order.

Think we need rules on the playground.

1	9	98.7	% DIFF	0.0	-0.8	0.2	0.3	0.3	-0.3	-2.1	-3.1	-1.1	-0.6	0.7	1.2	0.8	0.6	-2.9	-3.4	-0.1	-0.0	0.1	0.1	-0.3
			BAL DIFF	-0.3	-0.6	-0.0	0.8	0.4	-0.4	-2.0	-1.3	-1.8	-0.3	0.4	1.1	0.5	0.6	-2.3	-3.7	0.9	0.7	-0.1	-0.1	0.0

Think we need rules and gave reason.

2	9	88.3	% DIFF	4.9	-8.6	3.0	-1.8	1.0	-1.1	-3.3	-9.7	0.3	-0.5	6.8	0.6	-3.7	2.7	-14.3	-10.9	-14.5	-5.7	1.4	1.7	-1.1
			BAL DIFF	3.6	-5.7	1.5	-1.0	1.0	-1.1	-1.1	-1.4	-1.1	-0.1	4.1	0.6	-3.8	2.3	-11.6	-9.4	-9.0	-3.0	1.2	0.3	0.2

Think grownups need rules.

3	9	87.8	% DIFF	0.2	-2.7	2.0	-0.5	2.3	-2.8	-2.9	-15.4	8.1	-5.6	2.2	4.3	-1.0	2.9	-16.3	-9.5	-11.0	-1.6	-1.8	5.1	-5.3
			BAL DIFF	-0.9	-0.3	1.0	-0.0	2.3	-2.8	-2.8	-6.2	2.2	-4.3	0.7	3.9	-1.5	2.2	-13.0	-6.3	-7.8	0.2	-2.2	3.7	-3.3

Think grownups need rules and gave reason.

4	9	63.2	% DIFF	2.4	-9.5	3.9	0.3	4.6	-4.9	1.8	-18.6	0.6	-7.1	4.2	5.0	-3.7	3.2	-16.6	-12.4	-13.9	2.6	-1.7	5.5	-6.8
			BAL DIFF	1.7	-8.0	2.4	1.8	4.4	-4.7	2.5	-4.7	-1.2	-6.8	1.5	4.9	-3.2	2.4	-11.3	-11.3	-8.1	5.0	-2.0	3.9	-5.0

EXPR. C 2 OBJECTIVE: Understand the need for law and order.

stated at least 1 reason why laws are needed.

1	13	98.5	% DIFF	-1.1	-0.5	1.9	-0.6	1.4	-1.4	-0.6	-1.9	5.1	0.7	-1.7	-0.3	1.2	0.9	-3.3	-6.0	-3.6	-5.5	0.0	1.6	-1.4
			BAL DIFF	-1.2	0.5	1.2	-0.6	1.2	-1.2	-3.9	1.1	4.5	1.2	-2.2	-0.3	0.6	0.8	-2.7	-5.1	-3.2	-4.3	0.2	1.2	-1.3
1	17	97.4	% DIFF	0.9	0.4	-0.8	-0.4	-2.3	1.9	-0.0	-5.0	2.0	-1.0	1.3	-0.2	-0.1	1.0	-3.6	-5.2	2.4	-6.9	1.8	1.4	-3.3
			BAL DIFF	0.6	1.3	-1.0	-0.6	-2.6	2.1	-0.5	-3.1	1.0	-0.2	1.1	-0.6	0.1	0.9	-3.8	-4.6	2.8	-6.9	1.9	1.3	-2.8
1	All	91.3	% DIFF	-2.3	-0.8	4.1	-2.1	-0.3	0.3	1.7	-2.8	3.5	-2.3	-2.8	-3.2	6.2	1.2	0.0	-17.7	-0.6	9.2	0.4	1.5	-19.6
			BAL DIFF	-3.1	-0.5	4.4	-1.5	0.1	-0.1	1.0	-0.7	4.0	-0.2	-3.5	-3.2	5.2	0.9	1.4	-16.0	0.0	3.7	0.4	1.1	-19.0

...2 or more...(not in exhibits)

2	13	75.6	% DIFF	-1.4	-1.4	3.3	-1.1	4.5	-4.4	-4.7	-6.7	9.7	2.8	-5.6	0.2	3.0	3.1	-12.9	-14.3	-3.6	-9.1	-1.2	4.1	-6.3
			BAL DIFF	-1.2	1.2	1.0	-1.0	4.4	-4.3	-1.8	4.1	7.6	5.2	-7.5	-0.6	0.9	3.0	-13.1	-13.6	-3.6	-6.1	-1.0	3.3	-5.9
2	17	89.2	% DIFF	0.4	-0.2	0.3	-0.8	-0.8	0.7	2.0	-15.2	-1.9	-0.9	3.9	1.7	0.9	1.8	-10.9	-2.8	-5.1	-8.3	3.3	2.0	3.3
			BAL DIFF	-0.1	2.1	-0.5	-1.1	-1.2	0.9	2.4	-10.7	-3.5	0.1	2.3	0.6	1.4	1.6	-9.8	-2.1	-4.4	-7.8	3.4	1.6	2.9
2	All	65.6	% DIFF	-0.9	0.4	-1.1	2.1	-0.7	0.7	2.4	-2.2	3.1	4.0	-5.9	-4.5	9.5	2.2	-7.6	-17.9	-1.4	-3.1	5.0	3.5	-25.1
			BAL DIFF	-2.7	1.3	-0.6	2.9	-0.7	0.6	2.8	4.2	1.3	6.7	-6.7	-4.4	8.9	2.2	-8.1	-16.9	-1.1	-3.7	5.5	2.9	-28.0

...3 or more...

3	13	41.8	% DIFF	-2.8	1.6	2.1	-1.1	5.6	-5.8	-1.3	-9.2	0.4	3.5	-2.4	0.8	3.2	2.9	-12.5	-12.8	-9.0	-8.6	0.3	3.8	-3.9
			BAL DIFF	-3.0	4.3	-0.1	-0.6	5.4	-5.3	1.3	1.3	-1.4	5.2	-3.7	0.4	0.7	2.9	-13.5	-10.3	-10.4	-7.1	-0.2	2.9	-3.3
3	17	58.8	% DIFF	2.0	-8.0	4.3	-0.5	0.4	-0.3	5.0	-10.9	-0.8	-3.1	1.5	5.8	-2.9	1.7	-14.8	4.6	-5.2	-16.7	6.1	4.2	-6.0
			BAL DIFF	1.4	-5.1	1.6	-1.8	-0.6	0.5	7.4	-5.7	-4.8	-2.5	-1.1	5.4	-0.4	1.0	-10.1	4.9	-1.8	-15.6	5.9	3.9	-10.4
3	All	33.7	% DIFF	-2.9	1.8	-0.2	0.3	0.5	-0.5	4.9	2.8	3.0	1.0	-8.4	-2.1	9.3	1.2	-3.8	-10.3	1.1	-1.4	-5.1	6.2	-7.0
			BAL DIFF	-3.4	3.4	0.6	0.3	1.1	-1.0	4.6	7.3	2.4	3.1	-8.1	-3.2	8.2	1.4	-5.6	-10.0	-0.0	-1.5	-4.3	6.4	-6.4

...4 or more...(not in exhibits)

4	13	15.1	% DIFF	-4.1	5.0	0.2	-0.3	2.7	-2.7	-1.4	-5.1	1.0	0.6	-2.0	2.1	0.8	0.9	-1.5	-7.8	0.9	-7.0	-1.1	1.7	2.9
			BAL DIFF	-4.4	6.0	-0.3	-0.3	2.7	-2.6	-1.0	-2.8	0.6	0.4	-1.5	2.3	-0.5	0.7	-2.0	-4.7	-0.4	-7.1	-1.2	1.8	3.3
4	17	24.3	% DIFF	0.1	-1.4	-0.1	1.4	0.4	-0.4	5.8	-8.5	-3.0	-3.5	-0.0	5.6	-0.8	1.7	-4.4	-12.4	-8.9	-5.3	6.7	0.3	-16.2
			BAL DIFF	0.1	-1.6	-0.0	1.5	0.1	-0.1	7.1	-6.3	-4.6	-3.8	-0.8	5.1	0.3	1.3	-2.2	-10.8	-8.3	-4.6	6.5	0.1	-16.7
4	All	8.7	% DIFF	0.5	2.5	-1.2	-1.3	-0.3	0.2	-1.0	7.7	2.3	-1.3	-2.9	-2.9	3.9	0.4	-1.1	-3.6	0.9	4.6	-0.9	-1.7	-5.6
			BAL DIFF	0.1	2.6	-0.8	-1.4	0.1	-0.1	-1.5	10.1	2.7	0.3	-2.9	-3.3	2.3	0.8	-4.5	-3.4	0.4	4.9	-0.8	-1.5	-5.4

...5 reasons... (not in exhibits)

5	13	2.8	% DIFF	0.2	0.5	-1.9	1.5	-0.0	0.0	0.0	-0.1	0.1	0.2	0.3	0.7	-1.3	0.1	0.1	-1.5	3.3	-2.4	-0.3	0.4	0.6
			BAL DIFF	-0.0	0.8	-2.0	1.7	-0.0	0.0	0.6	0.8	-0.4	0.3	0.3	0.4	-1.2	0.2	-0.8	-2.4	3.1	-2.4	-0.2	0.4	0.2
5	17	3.7	% DIFF	1.8	1.0	-1.3	-1.3	-0.2	0.1	-0.2	-1.4	-0.3	-1.0	0.6	0.9	-0.2	0.3	-0.3	-3.5	-1.9	-0.9	0.2	0.8	-3.0
			BAL DIFF	1.7	1.1	-1.3	-1.3	-0.1	0.1	-0.0	-0.5	-0.6	-0.8	0.2	0.6	0.2	0.3	-0.4	-3.0	-1.9	-1.1	0.3	0.7	-2.4
5	All	1.5	% DIFF	0.3	-0.8	0.6	-0.4	-0.8	0.7	1.1	-1.5	0.9	2.6	-0.8	-0.6	-0.1	0.2	-1.5	-0.7	-0.8	0.9	0.1	0.4	-1.5
			BAL DIFF	0.1	-0.5	0.8	-0.7	-0.8	0.9	0.8	-0.3	0.8	3.2	-1.1	-0.5	-0.2	0.2	-1.6	0.1	-0.6	0.9	0.1	0.2	-1.8

EXER. C 3 OBJECTIVE: Understand the need for law and order. Recognize the main functions of governmental bodies.

Stated that legal system is provided for settling argument over money.

1	13	49.7	% DIFF	0.9	-3.6	0.0	2.2	2.1	-2.1	-12.1	-23.8	16.5	-11.4	2.5	2.8	2.9	4.9	-23.4	-19.0	-18.5	-15.3	-0.6	8.3	-15.4
			BAL DIFF	0.3	-1.3	-1.0	1.8	1.8	-1.7	-10.2	-12.0	12.4	-8.3	-0.2	0.9	3.2	3.3	-16.0	-11.8	-11.9	-11.9	-0.5	6.0	-10.0
1	17	68.8	% DIFF	1.2	-0.5	-2.5	2.3	1.6	-1.4	-7.5	-14.3	9.7	-1.6	2.3	1.1	3.8	3.7	-18.1	-4.4	-6.3	-13.9	2.4	7.4	-13.1
			BAL DIFF	-0.8	3.3	-2.7	1.1	0.7	-0.6	-5.4	-3.9	4.5	-0.0	-1.4	-0.9	4.2	2.9	-14.6	-2.4	-6.1	-11.7	2.8	6.0	-12.4
1	All	87.0	% DIFF	3.4	-2.0	-1.1	-1.3	2.2	-2.0	-1.2	-10.0	8.4	4.1	-2.7	-0.9	-1.7	2.3	-16.4	-7.5	-8.5	4.6	1.2	7.1	-18.2
			BAL DIFF	2.4	2.5	-1.7	[illegible]	1.5	-1.4	-1.4	0.4	4.1	9.3	-3.6	-0.3	-2.6	2.2	-15.4	-6.7	-6.6	5.2	0.5	5.2	-14.9

EXER. C 4 OBJECTIVE: Call attention to unjust laws or authority, and oppose them by lawful means. Recognize important civic problems and favor trying to solve them.

Described an unjust or unfair law

1	All	49.3	% DIFF	-1.7	0.1	-0.9	6.5	4.8	-4.4	-9.0	-6.5	8.3	2.1	1.7	-2.1	-6.4	2.2	-11.9	-19.5	-12.1	7.0	4.8	8.7	-19.7
			BAL DIFF	-4.4	4.3	-1.9	5.0	4.7	-4.3	-8.7	4.1	2.4	4.7	2.4	0.3	-7.6	1.8	-9.8	-16.2	-10.1	6.4	3.5	8.4	-19.9

Described how they attempted to do something to change unjust or unfair law

2	All	12.5	% DIFF	-1.5	-5.0	3.4	1.5	0.7	-0.7	-2.3	-6.6	-0.3	-2.3	1.6	2.2	-0.9	0.4	0.3	-10.6	-5.4	9.0	-1.6	5.3	-10.8
			BAL DIFF	-1.9	-4.8	3.0	2.5	0.8	-0.9	-2.4	-6.2	-2.7	-2.2	1.0	3.6	0.5	-0.3	4.6	-7.9	-4.9	8.7	-2.2	5.4	-10.3

EXER. C51 (Text for this exercise has not been released)

1	9	60.0	% DIFF	2.5	-4.1	-1.6	2.8	-1.5	1.5	-14.8	-8.8	10.9	-5.0	1.8	1.8	0.6	2.2	-6.7	-16.8	-3.6	-5.7	0.9	5.4	-8.2
			BAL DIFF	0.5	-3.6	-1.1	3.8	-1.5	1.6	-13.1	-2.2	8.8	-3.8	1.1	0.7	0.5	1.4	-1.9	-15.6	0.6	-3.5	0.8	4.2	-7.2

EXER. C52 (Text for this exercise has not been released)

1	17	90.8	% DIFF	-0.1	-5.9	4.3	-0.0	-0.4	0.4	1.4	-2.6	2.7	-4.2	3.5	-3.1	1.3	0.6	-4.8	1.2	-9.6	-2.2	0.3	3.8	-11.0
			BAL DIFF	0.4	-5.1	4.0	-1.0	-0.7	0.6	3.9	-2.3	1.1	-5.1	1.9	-2.6	2.4	-0.1	-1.0	3.7	-9.8	-2.2	0.1	3.9	-10.3

Res	Age	Natl Pval		REGION				SEX		SIZE AND TYPE OF COMMUNITY						COLOR			PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown
1	A4	89.1	% DIFF	-0.0	-1.4	1.8	0.4	1.6	-1.4	3.6	-10.9	6.6	-1.0	-2.1	-2.6	1.8	1.1	-7.3	-5.6	-2.0	2.4	1.0	2.3	-12.3
			BAL DIFF	-0.0	-1.2	1.5	0.5	1.0	-1.0	3.6	-8.0	5.6	-0.6	-2.9	-2.3	2.6	0.6	-3.2	-5.8	-1.3	3.3	0.7	0.7	-9.6
*2	17	0.6	% DIFF	0.2	0.8	-0.5	-0.6	0.5	-0.5	-0.2	0.5	-0.6	-0.0	-0.4	1.1	-0.4	-0.1	0.7	-0.6	-0.3	-0.8	0.9	-0.3	-0.6
			BAL DIFF	0.1	0.9	-0.4	-0.3	0.6	-0.5	-0.3	0.3	-0.5	0.1	-0.3	1.0	-0.5	-0.0	0.4	-0.3	-0.4	-0.8	0.9	-0.2	-0.7
*2	A4	0.2	% DIFF	0.0	0.2	-0.2	-0.0	-0.2	0.2	-0.2	-0.2	-0.2	0.7	-0.2	-0.2	0.5	-0.1	1.1	-0.2	0.1	0.0	-0.2	-0.2	0.8
			BAL DIFF	0.0	0.1	-0.1	-0.0	-0.2	0.1	-0.1	-0.9	0.0	0.5	-0.1	-0.2	0.6	-0.1	1.3	-0.3	0.0	-0.0	-0.1	-0.1	0.7
EXER. C53			(Text for this exercise has not been released)																					
1	A4	95.3	% DIFF	-0.9	-1.7	3.5	-2.1	-0.8	0.7	1.6	0.2	1.6	-5.1	3.2	-1.6	-2.3	1.5	-7.7	-11.7	-3.0	1.7	2.1	1.8	-7.0
			BAL DIFF	-1.5	0.0	3.0	-2.0	-0.8	0.7	1.8	3.5	1.3	-2.1	1.1	-1.2	-2.6	1.3	-6.9	-9.6	-2.3	1.9	1.5	1.0	-4.9
*2	A4	62.2	% DIFF	6.5	-4.8	-0.0	-3.4	-0.9	0.9	-6.0	6.3	4.5	6.6	0.0	-6.6	0.2	0.9	-2.4	-11.2	-5.3	7.5	0.7	0.3	1.6
			BAL DIFF	4.7	-2.8	0.4	-3.6	-0.8	0.7	-5.8	4.8	3.4	7.2	-1.1	-5.5	-0.1	1.2	-4.5	-12.3	-3.6	6.5	0.1	-1.0	4.0
3	A4	78.8	% DIFF	4.6	-1.4	-1.0	-2.9	3.6	-3.3	-1.1	-7.0	-2.8	4.7	-1.5	1.6	4.3	0.1	0.1	-1.7	-0.6	-4.3	2.9	0.8	-0.4
			BAL DIFF	4.7	-2.3	-0.7	-2.7	3.7	-3.4	-0.6	-7.1	-3.9	3.6	-0.6	1.0	4.8	-0.3	2.6	0.0	-0.3	-4.8	2.1	1.6	-0.8
EXER. D 1 OBJECTIVE: Recognize the purposes of government.																								
			Stated one or more purposes of government.																					
1	9	47.5	% DIFF	1.1	-5.3	3.5	-1.4	1.3	-1.3	-4.4	-7.8	6.0	1.4	0.6	2.6	-3.1	2.0	-9.1	-10.3	-18.0	-16.6	-3.0	8.5	-5.0
			BAL DIFF	0.2	-1.1	3.0	-1.6	1.1	-1.2	-2.1	-1.1	3.0	1.9	-1.9	1.0	-2.5	1.1	-5.0	-6.0	-15.0	-15.3	-2.8	7.6	-4.3
1	13	80.8	% DIFF	4.0	-6.8	2.1	-0.7	-2.5	2.4	-1.9	-12.5	9.5	1.9	-0.5	3.7	-4.2	3.0	-15.9	-9.0	-17.3	-5.1	-2.8	6.1	-11.6
			BAL DIFF	2.9	-3.1	0.3	-0.6	-2.8	2.3	1.0	-2.6	6.1	3.1	-1.6	1.9	-4.3	2.4	-12.9	-6.6	-13.2	-2.2	-2.8	4.7	-9.6
1	17	90.3	% DIFF	0.0	-6.4	1.7	3.6	1.5	-1.4	0.5	-16.0	8.4	-1.9	5.2	-1.9	0.0	3.2	-20.6	-0.2	-5.4	-10.4	4.0	5.0	-61.2
			BAL DIFF	-2.1	-2.8	2.1	2.1	0.5	-0.4	0.1	-9.6	4.3	-1.3	3.3	-1.6	0.9	2.4	-16.1	1.7	-3.7	-7.6	3.8	3.8	-64.1
EXER. D 2 OBJECTIVE: Recognize the main functions and relations of governmental bodies.																								
			Think president does not have the right to do anything he wants.																					
1	9	49.2	% DIFF	1.0	-1.9	0.0	0.5	0.7	-0.7	-10.1	-17.0	6.9	-2.0	1.4	5.0	-1.3	2.4	-8.7	-16.3	-3.5	-17.0	-2.7	9.5	-8.0
			BAL DIFF	-0.9	-0.3	0.3	0.8	0.4	-0.4	-9.5	-10.7	4.0	-0.4	0.9	4.3	-1.3	1.1	-2.4	-11.0	-1.2	-15.6	-3.1	8.5	-6.6
1	13	72.3	% DIFF	-0.1	-2.0	0.4	1.4	6.6	-6.4	0.2	-6.2	5.2	-0.7	6.5	-1.5	-4.7	1.8	-6.9	-10.4	-15.1	-5.8	-5.9	7.0	-3.9
			BAL DIFF	-1.4	1.2	-0.8	1.5	6.2	-6.0	2.7	0.0	1.6	0.4	5.7	-1.9	-5.0	1.5	-5.7	-8.8	-12.3	-4.9	-5.7	6.5	-4.5
1	17	78.4	% DIFF	1.2	-1.5	1.0	-1.2	4.3	-3.8	-1.5	-7.8	3.6	0.6	-0.7	5.1	-2.7	1.7	-8.9	-8.4	-2.8	-9.9	-2.3	6.1	13.4
			BAL DIFF	-0.2	1.2	1.3	-2.6	4.1	-3.6	-0.3	-3.5	0.2	0.5	-1.1	4.2	-1.7	1.1	-6.0	-2.3	-2.4	-8.8	-2.4	5.7	12.3
1	A4	89.0	% DIFF	0.6	-3.1	-1.4	3.8	2.8	-2.5	-6.6	-7.4	7.7	-4.6	2.2	0.5	-5.7	1.3	-7.0	-10.8	-4.1	3.7	1.5	3.0	-12.1
			BAL DIFF	0.8	-1.8	-2.5	4.0	2.9	-2.7	-6.6	-3.7	5.9	-4.9	2.1	0.5	-4.7	0.9	-4.1	-10.2	-1.1	3.8	0.4	0.9	-10.5
			Think president does not have the right, and gave reason.																					
2	9	18.4	% DIFF	4.2	-1.7	-3.3	1.3	-0.0	0.0	-5.8	-4.2	7.3	-0.2	-1.2	3.8	-3.6	1.4	-5.5	-8.8	0.3	-7.6	-2.3	6.8	-7.1
			BAL DIFF	3.3	-0.9	-3.0	1.2	-0.0	0.0	-3.6	1.5	4.3	1.0	-1.7	2.8	-3.5	1.1	-3.8	-7.9	1.9	-6.0	-2.3	6.1	-6.5
2	13	51.7	% DIFF	5.3	-7.8	-0.6	2.1	6.2	-6.0	-7.3	-7.5	8.8	3.0	10.7	-1.1	-9.4	3.4	-15.5	-15.4	-20.3	-8.4	-3.9	6.2	-1.6
			BAL DIFF	2.4	-2.2	-2.3	2.3	5.6	-5.4	-2.6	4.2	4.2	4.3	8.5	-2.6	-9.3	3.4	-14.8	-16.1	-14.2	-5.1	-3.5	4.9	-2.7
2	17	70.8	% DIFF	4.4	-4.0	-1.3	0.5	5.3	-4.7	-6.2	-13.4	10.2	-0.8	0.8	3.0	-0.9	3.1	-18.1	-4.0	-0.7	-11.9	-1.3	6.4	1.0
			BAL DIFF	2.4	-0.2	-1.1	-1.1	4.7	-4.2	-4.3	-5.8	5.3	-0.6	-0.7	1.6	0.6	2.3	-14.0	-2.1	0.7	-9.3	-0.8	4.8	0.6
2	A4	80.0	% DIFF	0.5	-5.9	-0.4	4.9	1.7	-1.5	-10.7	-13.0	9.7	-9.5	4.4	2.5	-7.9	2.2	-14.9	-10.9	-7.7	3.5	2.7	6.4	-16.1
			BAL DIFF	0.5	-3.5	-1.8	4.8	1.9	-1.7	-10.1	-5.7	6.6	-9.6	3.2	3.1	-6.0	1.5	-9.8	-7.0	-4.0	4.3	1.0	3.8	-13.8

EXER. D 3 OBJECTIVE: Recognize the importance of political opposition.

Why have two candidates in an election? (mc)
So people can have a choice

1	13	83.1	% DIFF	1.4	-3.5	1.2	-0.0	0.5	-0.6	-5.7	-9.1	2.3	-0.3	2.3	1.3	0.4	2.6	-11.6	-10.3	-18.2	-3.6	-0.5	5.0	-11.0
			BAL DIFF	0.2	-1.3	0.4	0.4	0.3	-0.4	-2.0	-0.1	0.2	1.8	0.6	-0.1	-0.3	2.0	-9.5	-6.6	-15.4	-2.6	-0.3	4.2	-10.0
1	17	91.8	% DIFF	0.5	-0.2	-1.6	1.8	-0.2	0.2	-8.9	-3.0	3.8	-2.0	2.7	2.6	-1.0	1.4	-6.9	-7.7	-9.1	-1.5	0.5	2.7	-8.3
			BAL DIFF	-0.8	1.3	-1.3	1.7	-0.5	0.5	-7.9	-0.2	3.3	-1.9	2.4	1.8	-1.3	1.1	-6.1	-5.6	-8.7	0.5	0.7	1.7	-5.8
1	44	85.3	% DIFF	2.4	-2.4	0.8	-2.0	-0.7	0.6	3.4	-11.5	5.1	-15.9	6.0	1.6	-0.7	2.8	-15.5	-1.6	-0.1	4.1	-3.3	3.0	-18.3
			BAL DIFF	1.8	-1.0	-0.8	0.3	-0.6	0.5	3.0	-5.4	4.8	-18.6	5.1	0.8	-1.6	2.3	-12.3	-2.6	2.3	3.4	-5.5	1.9	-13.6

EXER. D 4 OBJECTIVE: Recognize that democracy depends on the alertness and involvement of its citizens and know how citizens can affect government.

Gave reason why elected representatives often try to vote as constituents want.

1	13	72.4	% DIFF	-0.2	-4.1	8.1	-4.2	0.3	-0.3	-6.0	-14.0	9.0	-6.3	3.0	-2.0	8.3	6.0	-21.8	-33.8	-21.5	-10.7	-8.1	8.5	-8.1
			BAL DIFF	-0.7	-2.3	5.3	-2.7	0.1	-0.1	-3.4	-0.8	5.2	-3.6	-0.7	-3.8	4.5	5.1	-18.8	-28.8	-12.7	-6.9	-5.7	6.7	-1.2
1	17	81.2	% DIFF	0.8	-7.1	2.8	2.6	0.3	-0.3	-2.7	-9.6	4.8	-1.0	3.1	1.0	-0.8	4.2	-18.1	-25.8	-17.1	-9.0	3.0	6.0	-17.3
			BAL DIFF	-0.5	-3.6	0.9	2.8	-0.7	0.6	0.8	-2.8	-0.1	-1.1	1.3	-1.2	1.3	3.5	-13.6	-25.1	-13.8	-7.0	2.4	4.8	-14.0
1	44	81.0	% DIFF	1.8	-1.2	-1.8	-1.1	2.0	-1.8	-2.8	-5.1	7.7	-7.2	1.0	0.6	-8.1	2.8	-6.7	-27.4	-5.8	-0.7	6.5	5.9	-30.0
			BAL DIFF	2.0	1.1	-2.8	-0.3	2.5	-2.1	-0.3	1.4	5.7	-6.1	0.4	0.7	-5.2	2.4	-4.3	-25.8	-1.3	-0.1	5.0	4.3	-28.3

EXER. D 5 OBJECTIVE: Recognize the main structure of the United States national government.

Congress of the United States is made up of two parts. One is the House of Representatives. What is the other? (mc)
Senate

1	13	72.6	% DIFF	2.9	-9.9	4.3	0.8	0.0	-0.0	-14.3	-28.0	15.1	4.2	-0.7	7.2	-2.1	6.1	-27.6	-25.3	-15.0	-11.8	-0.8	7.6	-18.5
			BAL DIFF	1.1	-2.8	1.3	-0.5	0.2	-0.2	-5.6	-7.9	8.9	8.5	-1.9	2.9	-3.0	4.9	-21.0	-19.9	-9.1	-6.3	-0.4	8.9	-14.4
1	17	87.5	% DIFF	1.3	-7.1	0.8	4.3	-1.8	1.5	-14.1	-8.2	9.0	-4.2	6.9	2.3	-0.2	3.1	-15.6	-2.6	-11.9	-8.1	0.5	8.1	-24.8
			BAL DIFF	-1.5	-4.1	1.3	3.7	-2.9	2.5	-12.6	-1.9	6.1	-3.6	2.6	2.9	0.3	2.1	-10.9	-0.6	-10.7	-5.0	0.7	6.2	-27.2
1	44	91.7	% DIFF	1.7	-6.7	1.1	2.0	1.9	-1.7	-8.4	-6.6	6.1	2.2	1.8	-1.0	-3.6	1.9	-14.1	-6.7	-4.2	-0.1	3.0	4.9	-15.8
			BAL DIFF	0.9	-4.1	1.0	1.0	2.1	-1.9	-7.4	1.0	3.1	2.8	0.9	-1.0	-2.6	1.6	-11.2	-6.7	-2.5	1.0	1.7	3.2	-13.3

EXER. D 6 OBJECTIVE: Recognize the main structure of the United States national government.

When might a state have more senators than it has representatives? (mc)
When it has a small population.

1	17	47.7	% DIFF	1.4	-4.4	-2.7	6.3	5.6	-4.5	-1.7	-22.0	18.0	0.6	-4.8	2.6	-1.1	4.9	-24.8	-15.0	-23.5	-16.0	1.5	11.4	-27.8
			BAL DIFF	0.8	0.9	-1.4	2.9	4.0	-3.2	2.3	-9.6	11.0	0.2	-6.8	-0.6	3.1	3.9	-19.9	-11.6	-22.3	-12.9	2.0	9.8	-23.8
1	44	45.6	% DIFF	1.6	-8.5	2.4	2.1	9.5	-8.8	-12.4	-24.6	24.8	-26.8	-0.6	1.7	-2.4	4.2	-29.6	-12.9	-20.7	3.5	1.1	20.1	-23.2
			BAL DIFF	-0.1	-2.0	0.9	0.7	8.3	-7.7	-12.5	-10.7	13.9	-21.3	-0.3	3.6	-0.6	2.2	-14.4	-8.7	-15.9	2.4	-0.3	15.8	-17.1

EXER. D 7 OBJECTIVE: Are aware of the political structure of their state and community.

Stated that governors are elected

1	9	85.6	% DIFF	4.9	-9.5	-0.4	3.3	0.0	-0.0	-19.7	-16.5	9.1	2.8	2.4	3.3	-1.0	4.1	-22.1	-17.4	-13.8	-9.2	2.3	5.9	-8.3
			BAL DIFF	2.3	-6.3	-0.7	1.6	0.1	-0.1	-15.9	-2.2	5.6	1.9	0.3	2.1	-1.2	3.8	-17.0	-16.7	-6.4	-4.6	1.6	4.2	-6.8

Res	Age	Natl Pval		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff	Rest Of Sub	Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown
1	13	95.7	% DIFF	-0.7	0.5	-0.2	0.6	0.8	-0.8	-3.6	-0.5	2.1	1.0	-0.2	-0.1	0.1	0.3	-0.8	-8.0	-9.9	-0.9	1.0	0.5	-1.3
			BAL DIFF	-1.2	1.5	-0.6	0.8	0.9	-0.9	-3.8	1.1	1.8	1.1	-0.3	-0.1	-0.2	0.3	-0.6	-2.8	-9.9	-0.8	1.3	0.3	-2.0
			Stated that governors are elected by the people of the state.																					
2	9	59.3	% DIFF	5.7	-1.1	-4.0	0.2	-1.0	1.0	-15.9	-20.2	2.0	3.3	-1.7	6.7	3.6	3.5	-18.4	-12.1	-3.5	-19.1	2.5	7.0	-8.9
			BAL DIFF	1.8	1.9	-8.1	-0.2	-0.8	0.8	-11.0	-8.3	-2.5	4.8	-2.3	5.2	3.0	2.4	-13.9	-6.8	-1.3	-17.1	1.6	6.1	-7.1
2	13	88.6	% DIFF	-2.2	0.9	-0.0	1.6	-0.1	0.1	-3.4	-10.4	0.8	2.9	-1.9	3.0	1.1	1.6	-9.7	-3.0	-3.8	-1.5	-0.7	3.6	-15.6
			BAL DIFF	-1.2	3.2	-0.8	1.6	-0.1	0.1	-3.1	-2.5	-1.1	5.1	-2.3	2.3	-0.0	1.3	-8.4	-1.1	-4.5	-2.2	-0.5	1.4	-14.1

PXFR. D 8 OBJECTIVE: Are aware of the political structure of their local community.

			Of those who live in a city or town: Know whether own city has a town council																					
1	17	69.9	% DIFF	-8.6	-8.8	2.8	5.7	1.7	-1.5	-0.8	-3.8	5.8	-7.2	0.1	5.8	-2.6	2.5	-12.8	-8.0	-15.8	-11.2	-0.3	8.6	-11.1
			BAL DIFF	-5.0	-2.3	2.8	4.6	1.1	-0.9	5.7	2.0	0.1	-8.0	-2.0	5.6	-0.5	1.5	-7.8	-5.2	-14.1	-10.1	0.1	7.8	-12.9
1	Ad	87.0	% DIFF	-3.5	-0.7	1.1	3.3	-0.2	0.2	3.5	-1.7	0.3	-1.8	2.7	-0.1	-4.0	1.8	-8.7	-3.0	-10.3	2.1	1.7	7.5	3.1
			BAL DIFF	-4.9	2.1	2.1	1.9	-0.5	0.4	3.8	1.1	-1.8	0.8	0.8	0.5	-2.7	0.9	-6.8	-0.8	-10.4	3.1	1.2	7.3	3.8
			Know whether own city has a mayor.																					
2	17	82.9	% DIFF	-3.5	-2.2	5.8	-1.3	3.5	-3.1	-0.1	5.3	-0.2	3.1	-5.0	-1.7	2.6	0.8	2.1	-10.1	-9.3	-1.2	-0.2	8.0	-13.7
			BAL DIFF	-2.9	-2.7	5.6	-1.1	1.1	-2.8	3.9	5.5	-2.1	2.4	-6.1	-1.2	3.9	0.2	2.9	-8.7	-8.8	-5.1	-0.2	4.5	-11.5
2	Ad	86.3	% DIFF	1.2	5.6	0.8	-6.0	1.6	-1.3	-6.9	-1.8	2.1	-0.5	-3.6	3.6	3.0	-0.8	1.0	3.8	-1.2	-6.1	1.1	2.6	7.2
			BAL DIFF	0.7	6.2	1.8	-6.8	1.0	-0.9	-9.0	-1.7	1.7	1.3	-3.2	2.8	2.5	-0.3	-0.5	6.8	-2.2	-5.6	1.4	1.4	5.9
			Know whether own city has a town manager.																					
3	17	62.9	% DIFF	-2.7	0.2	0.8	1.8	8.7	-8.2	8.8	0.9	-1.8	-0.8	-12.1	6.0	5.5	0.8	-3.6	-2.5	-6.8	-1.8	-6.0	5.9	-5.9
			BAL DIFF	-1.9	-1.9	0.9	1.6	8.7	-8.1	13.0	3.3	-5.8	-1.9	-12.8	6.0	7.5	0.8	-1.6	-2.8	-6.7	-8.0	-5.9	6.8	-6.1
3	Ad	62.7	% DIFF	3.9	-9.8	3.6	-2.2	8.9	-8.1	8.5	-16.0	15.4	-18.6	-2.6	5.6	1.3	4.1	-29.9	1.1	-8.8	3.1	-0.8	9.5	-9.7
			BAL DIFF	1.6	-8.5	5.0	-4.3	3.9	-3.8	10.2	-8.8	11.0	-9.9	-4.8	6.2	0.5	3.0	-28.3	6.9	-5.8	8.8	-1.9	5.9	-5.3
			Know about all three offices.																					
4	17	33.3	% DIFF	-8.5	-1.0	-0.7	6.6	8.6	-8.1	-6.8	1.0	-0.5	-1.2	-10.9	9.1	8.7	2.0	-6.3	-13.9	-8.8	-5.3	-5.9	6.9	-3.9
			BAL DIFF	-8.2	-2.0	-0.8	7.2	8.5	-8.0	-0.0	5.8	-6.0	-2.9	-11.8	8.5	6.8	1.6	-3.7	-14.3	-3.6	-6.8	-5.5	6.9	-5.6
4	Ad	54.3	% DIFF	5.5	-5.0	0.8	-3.7	7.1	-6.2	8.5	-8.5	13.1	-8.3	-5.6	7.9	-3.3	3.2	-25.8	6.7	-10.2	-0.8	1.5	12.2	-10.7
			BAL DIFF	2.9	0.9	3.2	-7.8	5.9	-5.2	6.1	-0.1	7.3	-3.2	-6.9	7.5	-3.8	2.6	-23.6	12.6	-7.9	0.8	0.2	9.9	-9.1

PXFR. D 9 OBJECTIVE: Recognize that democracy depends on the alertness and involvement of its citizens. Recognize the main structure and power of the United States national government.

			Stated name of...																			
			President																			
1	9	90.8	% DIFF	4.8	-2.9	0.9	-3.4	0.2	-0.2	-5.6	-21.5	5.7	-4.9	2.6	3.4	0.9	2.8	-9.4	-19.3	-12.4	-3.7	0.8	5.1	-7.1
			BAL DIFF	1.6	-2.2	0.5	-2.3	0.2	-0.2	-3.9	-15.1	1.9	-1.7	1.6	2.7	0.8	1.4	-3.6	-12.3	-9.3	-1.2	-0.2	4.1	-5.2
1	13	93.8	% DIFF	2.8	-4.9	2.2	-0.9	-0.6	0.6	-2.9	-10.5	2.9	-0.5	1.3	3.8	-0.5	2.8	-13.1	-4.7	-7.8	-6.3	0.2	4.2	-7.8
			BAL DIFF	1.8	-1.7	1.1	-1.6	-0.9	0.9	-0.8	-2.5	0.3	0.5	-0.3	1.7	-0.5	2.1	-10.5	-1.3	-5.3	-5.3	0.1	3.5	-6.7
1	17	96.5	% DIFF	1.9	-3.5	1.7	-0.6	-0.1	0.1	1.3	-4.0	3.5	0.2	-0.0	1.3	-1.5	0.9	-4.8	-0.6	-7.1	-1.0	1.1	1.3	3.5
			BAL DIFF	1.9	-2.8	1.3	-0.9	-0.4	0.4	2.2	-2.8	3.0	-0.3	-1.3	1.3	-1.0	0.5	-2.9	-0.5	-7.1	0.0	1.4	0.6	4.4
1	AA	97.5	% DIFF	-1.4	-0.2	0.7	1.0	-1.1	1.0	-4.0	-0.9	2.4	1.4	1.9	-2.8	-1.2	0.6	-3.9	-3.8	-1.2	0.4	-1.8	2.4	-0.0
			BAL DIFF	-2.0	1.4	0.8	0.3	-1.1	1.0	-4.0	1.0	2.8	2.1	1.3	-2.8	-1.8	0.7	-4.3	-3.4	0.2	0.3	-2.2	1.4	0.9
			Vice President																			
2	13	59.6	% DIFF	12.0	-9.7	2.6	-6.7	2.8	-2.7	-11.0	-25.1	17.9	1.9	6.0	8.2	-6.6	6.4	-23.2	-26.3	-32.7	-17.2	-1.1	14.3	-16.1
			BAL DIFF	9.2	-1.9	0.4	-8.4	2.2	-2.1	-5.8	-10.1	12.8	3.3	2.0	4.4	-6.1	3.7	-13.8	-14.7	-24.8	-13.0	-1.1	12.4	-16.4
2	17	74.7	% DIFF	7.3	-13.8	3.5	1.8	1.6	-1.6	-6.2	-12.8	17.3	-0.8	8.6	7.3	-11.8	4.1	-19.9	-8.9	-21.8	-22.6	4.2	12.7	-9.8
			BAL DIFF	5.1	-8.1	2.7	-0.6	0.9	-0.8	-1.0	-5.3	10.7	-2.6	3.0	6.4	-8.5	2.2	-9.1	-7.8	-19.5	-18.1	5.1	9.3	-9.3
2	AA	86.5	% DIFF	3.6	-5.8	2.0	-2.4	-0.3	0.3	-19.5	-19.8	9.0	0.6	6.4	-1.5	-3.0	3.5	-20.8	-22.9	-8.9	0.9	1.4	8.3	-15.3
			BAL DIFF	2.8	-1.8	0.9	-3.2	-0.1	0.0	-18.4	-8.7	6.5	2.9	3.7	-1.2	-2.2	2.6	-15.4	-17.8	-4.1	1.9	1.0	4.6	-11.9
			Secretary of State																			
3	13	2.2	% DIFF	0.2	0.1	0.3	-0.5	1.2	-1.1	-0.0	-2.2	0.8	-0.3	0.6	0.1	0.0	0.1	-0.6	0.3	-1.3	-1.1	0.1	0.4	0.3
			BAL DIFF	0.2	0.3	0.3	-0.8	1.1	-1.1	-0.0	-2.6	0.8	-0.6	0.6	0.1	0.1	-0.2	0.4	1.6	-1.4	-1.2	0.1	0.3	0.3
3	17	6.8	% DIFF	0.3	-3.2	3.4	-1.5	0.3	-0.3	-1.8	-3.5	1.3	2.8	0.3	0.7	-0.4	0.9	-1.4	-3.8	-5.2	-4.9	0.6	3.0	-4.6
			BAL DIFF	-0.3	-2.6	3.3	-1.6	0.2	-0.2	-1.3	-2.7	0.4	2.2	-1.1	1.1	0.6	0.2	-0.0	-2.9	-4.7	-4.5	0.6	2.8	-3.5
3	AA	15.6	% DIFF	6.3	-5.2	-3.5	1.1	7.0	-6.4	-4.6	-9.7	15.4	2.5	-4.6	2.0	-9.4	1.5	-6.9	-15.6	-4.3	-0.9	-2.5	9.3	-10.4
			BAL DIFF	6.0	-3.1	-3.9	0.4	6.9	-6.3	-4.3	-3.7	11.5	2.2	-4.4	2.6	-8.3	1.3	-4.0	-19.4	-1.3	-0.2	-4.0	6.6	-7.5
			Secretary of Defense																			
4	13	6.1	% DIFF	0.4	-1.9	1.0	0.3	3.0	-2.9	1.1	-5.5	4.1	2.5	-1.3	1.8	-1.9	0.8	-1.8	-0.7	-1.3	-1.9	-2.2	2.6	1.5
			BAL DIFF	0.5	-0.8	0.6	-0.4	2.8	-2.7	1.9	-4.5	2.6	1.8	-1.6	1.8	-1.6	0.2	-1.3	0.5	-0.9	-3.2	-2.0	2.3	1.5
4	17	13.2	% DIFF	3.1	-2.9	1.6	-2.3	4.7	-4.7	-8.9	-8.7	7.6	6.4	-0.8	2.6	-2.2	1.6	-5.5	-8.1	-7.2	-8.5	0.2	5.2	2.0
			BAL DIFF	1.9	-1.3	2.3	-3.6	4.8	-4.7	-2.9	-7.5	5.9	5.8	-2.8	2.6	-0.9	0.2	1.5	-6.1	-6.4	-8.0	0.3	4.6	4.5
4	AA	23.8	% DIFF	9.0	-2.7	-5.6	-1.4	9.4	-8.6	-7.9	-17.4	18.3	4.3	-0.8	-2.2	-10.5	2.9	-18.0	-17.5	-10.7	1.7	-2.7	13.4	-7.9
			BAL DIFF	8.4	2.9	-7.3	-3.2	9.8	-8.9	-6.9	-4.3	12.5	5.2	-0.9	-2.0	-9.3	2.5	-15.0	-17.3	-7.4	3.0	-4.8	10.2	-3.8
			Speaker of the House																			
5	13	1.8	% DIFF	1.8	-0.6	-0.3	-1.0	0.3	-0.3	-0.5	-0.1	4.0	-0.8	0.3	-0.8	-0.0	0.2	-0.6	-1.1	-1.8	-1.2	-1.0	1.3	0.0
			BAL DIFF	1.9	-0.2	-0.1	-1.5	0.2	-0.2	0.1	0.1	3.8	-1.1	-0.2	-0.9	0.3	0.0	-0.2	0.0	-1.4	-1.1	-0.9	1.2	-0.2
5	17	23.1	% DIFF	13.2	-9.4	2.9	-7.6	3.8	-3.8	-8.2	-12.1	6.0	5.3	8.2	1.8	-4.3	3.3	-15.7	-7.3	-7.3	-11.8	-0.5	7.3	-6.0
			BAL DIFF	11.1	-5.7	2.6	-8.9	3.5	-3.5	-3.9	-5.4	2.9	3.8	3.9	0.5	-2.6	1.5	-7.5	-3.0	-5.9	-9.3	-0.4	5.8	-3.0
5	AA	31.9	% DIFF	6.6	1.9	-3.0	-5.8	6.8	-6.2	-5.9	-13.9	13.5	-0.8	1.5	-4.8	-5.0	2.7	-13.7	-24.9	-10.3	1.1	4.4	7.6	-10.7
			BAL DIFF	6.3	6.3	-4.9	-6.5	7.0	-6.4	-4.7	-3.6	10.0	2.1	0.8	-5.7	-4.3	2.1	-10.5	-21.6	-7.9	2.3	2.6	5.4	-6.6
			Senate Majority Leader.																			
6	13	3.8	% DIFF	1.9	-1.2	0.1	-1.0	2.8	-2.7	1.5	-3.1	2.4	0.7	0.3	-0.3	-0.9	0.6	-2.1	-2.8	-1.3	-2.3	-0.6	1.4	-0.4
			BAL DIFF	2.1	-0.6	-0.5	-1.2	2.7	-2.6	2.4	-1.9	1.8	0.1	-0.3	-0.5	-0.6	0.3	-0.8	-1.8	-0.5	-1.8	-0.5	1.1	-0.7
6	17	12.5	% DIFF	1.1	-1.8	1.8	-1.6	3.1	-3.1	-2.0	-7.1	3.7	-0.0	2.8	3.7	-2.8	1.6	-7.7	-3.4	-9.0	-5.5	-1.3	5.7	-10.5
			BAL DIFF	0.0	0.3	1.9	-2.7	1.0	-3.0	-0.7	-4.2	1.3	-0.5	1.4	3.7	-2.4	0.5	-2.6	-1.2	-8.5	-4.6	-1.4	5.2	-9.5
6	AA	27.6	% DIFF	1.8	0.4	-3.9	2.7	8.1	-7.4	-1.7	-16.3	15.1	-9.1	-8.1	4.4	0.6	1.7	-12.0	-6.6	-6.2	-1.0	0.9	8.5	-11.9
			BAL DIFF	2.0	1.0	-4.8	3.2	8.0	-7.3	-1.4	-9.4	10.5	-9.0	-7.6	4.4	2.5	1.0	-6.3	-6.5	-6.1	0.3	0.4	7.0	-7.3
			One senator from own state.																			
7	13	15.5	% DIFF	4.0	-5.4	0.4	0.1	1.3	-1.2	3.7	-7.9	0.7	-1.6	2.8	0.4	-2.1	2.1	-7.9	-8.4	-4.2	-9.0	-3.4	5.9	-0.6
			BAL DIFF	4.0	-1.6	-1.1	0.1	1.0	-0.9	6.8	-2.8	-3.4	-1.8	0.8	-0.9	-0.9	1.5	-5.3	-6.4	-2.4	-7.9	-3.5	5.4	-0.3
7	17	39.0	% DIFF	6.8	-9.3	0.3	2.0	2.5	-2.5	-10.6	-11.4	8.0	5.5	5.5	1.5	-1.8	3.9	-20.2	-5.5	-17.6	-15.3	1.0	10.3	-5.5
			BAL DIFF	4.9	-5.0	-0.9	1.0	1.7	-1.7	-5.6	-2.6	1.1	4.3	1.0	-0.1	0.4	2.7	-13.3	-4.9	-15.9	-12.2	1.8	8.1	-3.4

Res	Age	Natl Pval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
7	All	57.3	% DIFF	1.5	-1.7	-4.7	6.0	7.1	-6.8	-5.6	-24.5	17.2	4.8	-2.9	0.6	-7.3	4.1	-24.7	-27.9	-9.3	8.7	1.6	4.7	-12.2
			BAL DIFF	1.4	1.8	-6.1	5.1	6.7	-6.0	-5.4	-11.4	14.7	5.5	-4.3	-0.1	-7.0	3.8	-22.1	-29.8	-4.1	9.8	-1.0	-0.3	-5.3
			Both senators from own state.																					
8	13	5.8	% DIFF	0.1	-3.3	1.4	1.1	1.1	-1.1	1.7	-3.9	1.2	-2.5	0.7	0.1	0.4	0.9	-3.6	-3.3	-1.2	-4.4	-1.5	2.3	1.1
			BAL DIFF	0.4	-2.9	0.8	1.3	1.0	-0.9	2.8	-2.3	-0.8	-2.9	-0.0	-0.1	0.9	0.5	-1.5	-2.9	-0.5	-3.8	-1.4	1.8	1.8
8	17	15.6	% DIFF	1.5	-3.7	1.2	0.6	3.3	-3.3	-6.9	-2.7	1.3	4.4	-0.1	1.3	0.6	1.9	-9.0	-8.8	-7.4	-7.0	-1.0	5.4	1.5
			BAL DIFF	0.4	-1.9	1.1	0.1	3.1	-3.1	-5.1	1.5	-2.1	3.9	-2.2	0.8	1.8	1.4	-6.1	-8.2	-6.1	-6.2	-1.2	4.8	2.6
8	All	31.0	% DIFF	6.8	-3.6	-5.4	2.0	9.3	-8.4	-9.2	-17.2	22.3	-3.7	-4.9	-6.1	0.0	3.2	-20.7	-16.8	-1.4	-1.3	-5.4	11.5	-11.9
			BAL DIFF	6.0	-0.3	-6.5	1.7	9.3	-8.4	-9.9	-4.7	17.6	-2.9	-4.5	-5.6	-0.3	3.0	-17.6	-23.3	0.3	0.8	-7.4	7.0	-5.8
			Congressman from own district.																					
9	13	10.8	% DIFF	-0.5	0.3	0.6	-0.3	0.5	-0.5	2.2	-5.2	-1.3	-5.8	-6.7	8.3	1.3	2.0	-7.4	-8.5	-8.9	-8.6	-1.7	4.1	-4.1
			BAL DIFF	-0.1	1.1	-0.8	-0.0	0.5	-0.4	3.6	1.3	-3.9	-8.9	-7.6	6.9	0.9	1.8	-7.0	-6.8	-8.9	-8.6	-2.0	3.8	-1.8
9	17	31.1	% DIFF	0.9	-5.1	1.7	1.9	8.4	-8.4	-0.7	-8.8	18.1	-7.9	-2.7	10.1	-5.7	3.6	-18.8	-4.3	-11.8	-10.4	0.6	7.3	0.8
			BAL DIFF	-0.1	-1.5	1.4	-0.2	3.6	-3.6	1.9	3.8	9.2	-8.2	-6.0	8.7	-4.9	2.9	-14.8	-4.6	-12.7	-7.7	0.9	5.6	2.0
9	All	38.6	% DIFF	-7.5	-2.8	9.6	-1.3	8.9	-8.1	1.6	-10.3	5.8	-10.9	-4.0	4.2	2.8	3.8	-22.4	-25.4	-4.8	1.1	0.6	6.8	-14.7
			BAL DIFF	-6.1	-2.8	7.6	-0.3	7.9	-7.2	-0.5	3.1	3.6	-6.5	-6.4	3.9	2.9	3.4	-20.4	-22.9	-2.8	1.3	-1.6	5.1	-7.8

EXPR. D10 OBJECTIVE: Recognize the structure and operation of political parties

			Named both major political parties.																					
1	13	69.4	% DIFF	5.9	-4.7	2.5	-5.0	1.9	-1.8	-10.3	-23.0	11.5	-3.9	2.3	1.9	0.2	6.1	-29.7	-23.4	-21.3	-15.9	-3.5	11.3	-22.0
			BAL DIFF	1.7	1.9	-1.1	-4.3	1.7	-1.7	-5.4	-2.7	5.8	-0.8	0.3	0.6	-0.9	5.0	-25.3	-16.3	-17.3	-14.2	-3.4	9.6	-17.1
1	17	87.2	% DIFF	-1.5	-7.4	1.4	6.6	1.6	-1.5	3.1	-13.8	11.0	1.6	1.0	1.0	-4.0	4.5	-19.5	-19.9	2.6	-12.4	3.4	3.6	-14.7
			BAL DIFF	-2.8	-4.4	0.8	6.1	0.8	-0.7	4.3	-6.5	6.1	1.3	0.5	-0.5	-2.8	3.8	-14.8	-20.2	6.4	-8.6	2.6	1.6	-13.1
1	All	98.6	% DIFF	0.9	-5.4	1.5	1.3	0.7	-0.6	-7.6	-8.0	2.8	-2.9	1.9	-0.2	1.9	2.0	-10.9	-16.6	-4.7	0.4	2.9	2.7	-5.5
			BAL DIFF	1.3	-5.0	0.6	1.8	0.8	-0.8	-6.6	-2.2	1.3	-2.8	-0.1	0.3	3.4	1.6	-8.4	-15.1	-2.5	1.3	1.9	0.8	-3.7
			Named one minor political party.																					
2	13	11.5	% DIFF	-1.5	1.2	0.9	-0.6	3.3	-3.2	-6.5	-3.8	8.4	1.5	0.7	-1.4	1.5	1.5	-7.7	-5.1	-8.9	-5.9	-4.3	5.2	-1.9
			BAL DIFF	-2.1	3.9	-0.1	-1.1	3.1	-3.0	-5.2	2.2	1.8	2.0	0.6	-1.9	0.7	1.4	-7.6	-2.9	-8.2	-6.5	-3.8	5.0	-1.7
2	17	40.5	% DIFF	10.4	-16.6	-1.1	5.5	4.7	-4.2	-18.3	-12.2	6.5	14.3	10.5	-2.8	-7.0	3.4	-17.6	-11.4	-15.6	-13.4	-1.7	11.2	-26.9
			BAL DIFF	6.7	-10.5	-0.4	2.9	3.5	-3.1	-12.8	-5.2	-1.5	12.3	7.1	-3.4	-2.6	2.1	-10.6	-8.3	-9.5	-10.2	-2.0	8.8	-28.6
2	All	54.0	% DIFF	1.2	-8.2	-1.7	7.8	10.1	-9.2	-16.9	-30.0	13.8	18.4	-4.1	6.8	-7.5	3.7	-17.9	-40.0	-8.6	-1.7	5.6	10.1	-25.5
			BAL DIFF	0.9	-5.9	-3.2	8.2	10.3	-9.4	-17.2	-19.5	8.6	19.3	-4.5	6.8	-4.9	2.6	-9.4	-38.3	-2.4	-2.6	3.7	5.8	-22.1

EXPR. D11 OBJECTIVE: Are aware of the political and social structure of their state and local community.

			Named political party of Governor of own state.																					
1	13	33.5	% DIFF	1.2	-6.9	5.6	-1.0	2.8	-2.7	-0.4	-16.5	15.9	3.4	-7.9	5.7	1.6	4.7	-17.0	-20.1	-13.9	-9.4	-6.1	11.7	-11.8
			BAL DIFF	1.6	-3.3	3.1	-1.9	2.1	-2.0	2.6	-1.5	9.9	5.3	-10.4	2.9	1.3	3.5	-12.2	-16.0	-9.1	-6.9	-5.8	10.1	-10.6
1	All	77.5	% DIFF	2.2	-4.7	0.9	-0.1	1.8	-1.7	-9.5	-12.4	2.1	-6.0	0.4	3.8	4.5	3.7	-17.0	-48.0	-6.0	-4.1	1.2	9.0	-8.6
			BAL DIFF	1.2	-5.0	1.2	0.9	2.7	-2.4	-7.1	-2.4	-2.3	0.0	-1.5	3.3	5.0	3.1	-12.7	-45.6	-3.1	-4.0	-0.4	7.1	-5.9

EXER. D12 OBJECTIVE: Recognize the importance of diverse interest groups.

Named at least 1 group who might help start a youth club.

1	11 81.8	% DIFF	-0.6	0.1	1.3	-1.1	-2.7	2.4	-4.1	-6.1	6.6	-0.2	1.9	0.8	-3.2	1.3	-2.9	-12.8	-14.2	-10.2	-0.6	8.6	-8.6
		BAL DIFF	-2.3	2.3	1.1	-1.1	-2.6	2.4	-2.1	-1.9	5.8	0.7	1.2	0.1	-3.4	1.0	-1.7	-10.3	-12.3	-8.9	-0.5	8.2	-5.1

...2 or more... (not in exhibits)

2	11 60.5	% DIFF	3.2	-2.5	2.1	-8.0	-6.2	5.6	-13.0	-21.2	12.5	-5.1	0.3	5.3	-0.8	4.2	-18.2	-21.3	-24.8	-16.8	-1.3	8.3	-9.5
		BAL DIFF	0.8	2.6	1.1	-8.8	-6.2	5.6	-6.4	-9.0	10.1	-2.7	-2.2	3.4	-1.2	3.1	-13.7	-16.6	-19.9	-10.8	-1.8	7.3	-7.1

...3 groups...

3	11 38.6	% DIFF	2.1	-0.3	-0.4	-1.5	-7.2	6.6	-6.9	-15.7	11.0	-11.1	-1.1	5.5	0.7	3.2	-15.5	-11.9	-13.9	-13.6	0.9	5.5	-10.1
		BAL DIFF	0.4	3.3	-0.8	-2.0	-7.0	6.4	-3.3	-5.8	9.1	-8.8	-2.9	4.0	0.3	2.8	-12.1	-7.7	-11.4	-12.1	0.3	4.8	-7.5

EXER. D13 OBJECTIVE: Recognize the importance of political opposition and diverse interest groups.

Named groups in community who might want to help in a project.

1	A1 72.6	% DIFF	-0.3	-3.5	4.0	-1.6	4.3	-4.0	3.5	1.8	-3.4	0.8	-5.7	7.0	2.3	1.7	-13.6	-43.2	-5.4	-1.4	2.1	6.9	-20.3
		BAL DIFF	0.7	-3.1	2.0	-0.6	4.3	-3.9	5.3	15.1	-7.4	6.8	-7.8	6.7	1.8	3.8	-14.6	-43.7	-4.0	-2.7	0.2	7.9	-17.3

Named groups who might oppose project.

2	A1 71.0	% DIFF	4.0	-6.4	1.4	-1.4	1.8	-1.7	5.4	3.6	9.3	-2.1	-4.5	2.5	-9.3	2.5	-13.6	-17.2	-10.8	3.4	1.8	8.4	-12.3
		BAL DIFF	3.5	-2.6	1.0	-3.6	0.9	-0.8	6.9	14.3	5.1	3.1	-6.5	1.1	-9.1	2.5	-13.6	-18.8	-8.1	3.0	1.0	6.5	-10.4

Named one who might help and one who might oppose. (not in exhibits)

3	A1 60.1	% DIFF	1.6	-4.8	2.5	-1.0	4.4	-4.1	6.4	3.8	3.0	-1.9	-9.0	7.6	-1.2	4.1	-19.4	-38.0	-10.5	1.4	2.0	9.5	-15.4
		BAL DIFF	2.0	-2.5	0.9	-1.6	3.8	-3.5	8.2	20.1	-2.5	6.0	-11.6	7.6	-1.5	4.5	-21.5	-39.5	-8.1	0.3	0.1	9.9	-11.6

EXER. D51 (Text for this exercise has not been released)

1	9 93.1	% DIFF	-0.1	-1.3	0.8	0.1	2.7	-2.8	-1.5	-9.8	0.3	-1.7	-0.5	2.7	1.9	0.9	-4.8	-3.1	-10.0	1.6	-1.0	2.9	-1.3
		BAL DIFF	-0.2	-1.3	0.6	0.5	2.7	-2.9	-2.2	-7.9	-0.1	-1.7	-1.0	2.6	2.4	0.2	-1.1	-0.5	-9.7	2.2	-1.0	2.5	-2.8

EXER. D52 (Text for this exercise has not been released)

1	9 80.7	% DIFF	0.6	1.1	-3.8	3.3	-0.6	0.6	1.3	-20.7	9.8	-9.8	-0.7	1.4	4.0	3.2	-19.1	-8.2	-11.2	3.1	-0.9	8.4	-6.1
		BAL DIFF	0.2	2.6	-4.8	3.8	-0.5	0.5	3.3	-10.7	6.2	-8.2	-1.6	0.7	3.1	2.6	-16.1	-5.3	-10.6	4.2	-1.4	2.9	-1.4

EXER. D53 (Text for this exercise has not been released)

1	9 70.1	% DIFF	2.8	-6.5	1.7	0.2	3.5	-3.7	1.4	-22.0	-1.7	-0.6	6.5	2.7	-2.8	4.0	-21.7	-14.8	-18.8	-5.0	-1.3	6.8	-6.9
		BAL DIFF	1.8	-2.5	-0.8	1.3	3.2	-3.4	3.5	-8.6	-5.4	0.9	3.9	2.2	-1.1	1.3	-17.2	-12.5	-13.0	-2.4	-2.1	5.2	-4.7

EXER. D54 (Text for this exercise has not been released)

1	9 1.1	% DIFF	-0.1	0.6	-0.1	0.0	-0.4	0.4	0.1	1.2	0.1	-0.4	-0.6	-0.4	0.2	-0.3	2.0	0.2	4.6	0.5	-0.7	-0.1	0.2
		BAL DIFF	-0.2	0.2	0.0	0.0	-0.4	0.4	0.1	2.6	0.1	-0.3	-0.4	-0.4	0.1	-0.1	1.2	-0.6	4.4	0.4	-0.7	0.1	-0.0
1	11 87.3	% DIFF	-0.7	-5.6	3.3	1.4	0.5	-0.5	-2.2	-5.2	-1.3	-5.5	1.2	1.1	0.8	2.9	-18.7	-4.0	-7.8	-0.2	1.0	2.4	-9.8
		BAL DIFF	-2.2	-2.7	2.1	1.9	0.4	-0.4	0.5	2.3	-3.9	-3.3	1.3	0.3	0.0	2.7	-13.2	-3.8	-4.6	1.3	0.3	1.8	-7.4
2	9 82.7	% DIFF	5.3	-4.0	-0.3	-1.7	2.1	-2.1	-15.1	-20.3	10.6	2.9	2.0	2.9	0.5	4.0	-19.9	-18.0	-15.5	-10.5	0.5	7.6	-8.6
		BAL DIFF	2.9	-0.6	-1.1	-1.0	2.6	-2.8	-13.0	-7.4	6.9	5.4	-0.6	2.2	0.1	1.0	-18.4	-13.5	-10.5	-6.4	0.8	5.3	-6.8

Reg	Age	Natl Pval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
PXER. 055			(Text for this exercise has not been released)																					
1	9	1.4	% DIFF	0.4	0.1	0.3	-0.9	0.3	-0.1	1.2	-0.8	0.4	-1.4	-0.3	0.3	0.0	0.1	-0.2	-0.8	3.3	-1.4	0.2	0.5	-1.1
			BAL DIFF	0.6	-0.2	0.4	-0.9	0.2	-0.3	1.3	-0.5	0.3	-1.3	-0.4	0.3	0.0	-0.0	0.2	-0.1	3.4	-1.7	0.1	0.5	-1.0
1	13	30.9	% DIFF	10.0	-1.6	-3.6	-5.0	2.1	-2.2	-3.3	-14.8	7.9	-6.6	2.0	2.0	-0.1	2.9	-13.3	-15.5	-12.3	-14.7	-1.4	8.1	-17.0
			BAL DIFF	8.6	2.3	-5.0	-5.1	1.8	-1.8	0.9	-5.2	5.3	-4.2	-1.2	0.2	1.0	1.8	-8.6	-8.8	-11.1	-14.1	-1.3	7.3	-13.8
1	17	56.9	% DIFF	3.2	-6.0	-0.7	3.2	4.7	-4.4	-13.1	-14.9	6.8	-5.3	10.2	5.4	-3.6	4.9	-28.5	-12.9	-18.7	-17.0	-1.1	13.8	-17.6
			BAL DIFF	0.6	2.3	-1.5	-0.8	3.4	-3.2	-5.9	-3.0	-2.2	-5.6	7.3	3.0	-1.7	3.4	-21.6	-5.1	-16.4	-13.4	-1.3	11.9	-19.5
1	Ad	58.9	% DIFF	9.8	-10.5	-2.8	1.3	4.3	-4.0	-7.1	-14.4	19.5	-9.0	12.1	-15.4	-3.5	4.2	-30.6	-9.7	-12.8	-14.4	10.9	18.8	-36.0
			BAL DIFF	9.4	-0.2	-6.4	-1.3	3.8	-3.5	-5.1	0.1	10.7	-5.2	8.7	-14.8	0.1	3.0	-21.9	-6.5	-9.1	-14.1	10.2	14.3	-29.6
2	9	1.6	% DIFF	0.6	0.4	0.1	-1.1	0.4	-0.4	1.0	-1.0	1.2	-1.6	-0.5	0.4	0.0	0.1	0.1	-1.0	1.0	-0.6	0.2	0.6	-1.3
			BAL DIFF	0.8	0.0	0.2	-1.1	0.3	-0.4	1.0	-0.9	1.1	-1.4	-0.5	0.4	0.1	-0.1	0.6	-0.1	1.2	-0.9	0.1	0.6	-1.2
2	13	31.8	% DIFF	10.1	-1.4	-3.2	-5.7	1.7	-1.8	-4.2	-15.2	7.4	-5.8	2.2	2.5	-0.5	2.9	-13.5	-14.8	-13.2	-15.2	-2.1	9.0	-17.4
			BAL DIFF	8.5	2.8	-4.5	-6.0	1.4	-1.4	-0.0	-5.7	8.5	-3.4	-1.0	0.8	0.7	1.8	-8.8	-7.1	-12.3	-14.8	-2.1	8.3	-14.0
2	17	61.3	% DIFF	4.3	-7.8	-0.0	3.0	4.4	-4.1	-16.8	-13.0	10.9	-2.0	9.5	4.2	-4.9	4.7	-26.6	-14.0	-20.9	-18.4	0.4	14.2	-18.8
			BAL DIFF	1.3	0.8	-0.5	-1.4	3.0	-2.8	-9.2	-2.1	2.1	-2.5	6.2	2.0	-2.7	3.1	-19.2	-5.2	-18.1	-14.7	0.4	11.8	-20.5
2	Ad	58.9	% DIFF	8.1	-10.8	-1.0	0.6	4.3	-4.0	-8.9	-14.2	18.4	-7.0	11.7	-15.5	-2.3	3.9	-29.9	-5.5	-10.5	-14.3	8.5	19.4	-39.5
			BAL DIFF	7.4	-0.6	-4.3	-2.3	3.9	-3.6	-7.2	0.1	10.0	-3.1	7.9	-14.5	1.1	2.8	-21.4	-3.6	-6.9	-13.9	7.8	15.0	-33.7
PXFR. 056			(Text for this exercise has not been released)																					
1	9	68.2	% DIFF	9.0	-0.6	-1.5	-6.4	4.4	-4.4	-2.9	-27.4	9.3	-2.3	0.4	1.4	3.6	4.6	-18.5	-28.1	-26.4	-20.1	7.3	7.8	-12.3
			BAL DIFF	7.6	2.1	-3.6	-4.6	4.5	-4.6	0.5	-12.8	4.6	0.7	-1.0	-0.3	2.6	3.1	-12.9	-18.1	-22.3	-16.1	6.0	6.2	-9.6
PXFR. 057			(Text for this exercise has not been released)																					
1	9	48.6	% DIFF	9.6	-7.6	0.2	-3.4	0.1	-0.1	-11.7	-25.8	7.0	-0.9	8.5	3.6	-0.3	5.2	-25.5	-21.9	-17.5	-9.6	-2.1	10.5	-10.6
			BAL DIFF	7.7	-3.5	-1.0	-3.5	0.0	-0.0	-6.9	-9.2	1.7	0.9	2.1	2.0	-0.7	3.8	-19.6	-14.8	-11.7	-4.4	-3.6	8.8	-8.5
1	13	89.5	% DIFF	0.2	-3.7	1.1	1.8	1.1	-1.0	-10.2	-18.7	8.9	-0.6	2.2	2.1	1.3	3.7	-19.7	-10.9	-10.9	-3.3	-2.2	3.6	-8.1
			BAL DIFF	-1.3	-0.5	-0.3	2.2	0.7	-0.7	-7.4	-2.9	1.2	0.2	1.4	1.0	0.2	3.4	-17.4	-10.7	-7.2	-1.7	-1.9	2.3	-1.1
1	17	98.1	% DIFF	-2.1	-0.6	1.6	0.7	-0.4	0.3	-0.8	-2.6	3.5	-0.7	-5.5	3.8	1.5	2.8	-9.9	-17.0	1.4	-2.8	0.9	0.8	-10.8
			BAL DIFF	-2.0	-0.7	1.3	1.2	-0.6	0.5	-0.1	1.8	1.5	0.1	-5.6	2.7	1.3	2.7	-10.0	-15.5	2.7	-1.2	0.4	0.2	-9.8
PXFR. 058			(Text for this exercise has not been released)																					
1	13	28.9	% DIFF	3.6	-9.7	5.0	-0.7	7.6	-7.8	-12.2	-18.7	10.4	-4.8	4.6	4.9	-0.4	3.8	-18.4	-14.0	-15.3	-4.8	-3.1	8.5	-14.5
			BAL DIFF	1.7	-6.1	4.5	-1.4	7.4	-7.7	-10.5	-9.1	7.7	-2.9	2.9	2.9	-0.6	1.7	-5.4	-9.0	-10.0	0.0	-0.3	6.4	-8.3
1	17	54.9	% DIFF	8.5	-7.8	-4.5	4.1	8.1	-7.3	-12.5	-11.2	12.9	-4.4	12.3	2.6	-8.7	5.5	-31.7	-21.8	-14.7	-8.9	-1.9	10.3	-41.0
			BAL DIFF	5.1	-0.4	-4.6	1.1	7.0	-6.3	-8.7	3.7	6.0	-2.8	7.3	1.0	-7.1	4.8	-28.4	-17.1	-10.7	-4.0	-1.7	7.1	-45.4
1	Ad	69.3	% DIFF	-4.3	-1.1	4.3	0.6	6.7	-6.2	2.6	-13.2	9.7	-8.6	6.4	-5.5	-4.9	2.8	-19.7	-8.2	-1.4	-5.1	8.2	3.3	-32.4
			BAL DIFF	-6.3	4.2	3.1	-0.3	6.7	-6.1	1.4	-3.9	9.0	-3.7	4.8	-6.0	-6.5	2.4	-15.5	-6.7	0.5	-3.1	6.0	1.9	-29.7

EXPR. D59 (Text for this exercise has not been released)

1	13 17.1	% DIFF	-0.4	2.8	-1.2	-0.5	-0.2	0.2	2.6	-3.4	5.9	-1.9	-4.8	3.1	-2.2	1.0	-3.6	-4.9	-1.3	-4.4	-3.1	4.3	-10.0
		BAL DIFF	-0.2	4.3	-1.9	-1.2	0.0	-0.0	4.6	1.3	4.0	0.2	-5.1	2.6	-3.0	0.9	-1.5	-4.1	-1.3	-4.7	-2.7	4.1	-9.6
1	A1 56.8	% DIFF	-4.6	-5.1	8.5	-0.2	10.5	-9.4	-12.5	-16.6	12.6	-8.1	8.3	-9.2	-0.5	5.1	-27.5	-30.5	-15.8	-2.8	3.1	19.3	-30.2
		BAL DIFF	-5.0	-2.3	7.1	-0.5	9.0	-8.0	-8.4	-1.7	3.2	3.7	2.7	-6.2	1.4	4.0	-19.7	-27.5	-12.0	0.1	0.6	15.4	-27.2

EXPR. D60 (Text for this exercise has not been released)

1	13 43.2	% DIFF	9.3	-10.1	-0.2	-1.0	3.5	-3.2	-10.7	-19.6	6.3	0.9	5.7	1.7	-2.9	3.4	-20.5	-4.1	-16.0	-6.2	-5.1	8.4	-10.1
		BAL DIFF	7.8	-5.4	-1.3	-2.1	3.5	-3.2	-0.4	-10.2	3.5	3.0	2.9	-0.9	-2.3	2.5	-15.9	-0.7	-10.0	-1.3	-5.7	7.1	-8.3

EXPR. D61 (Text for this exercise has not been released)

1	13 64.2	% DIFF	1.2	-0.7	-5.6	6.5	0.6	-0.5	-10.5	-20.3	6.1	5.3	-1.8	1.7	6.1	3.4	-14.5	-14.9	-15.0	-12.9	-2.0	9.4	-23.7
		BAL DIFF	1.4	4.2	-8.3	5.1	1.2	-1.1	-3.9	-5.8	0.0	11.0	-3.8	-1.1	0.4	2.5	-10.7	-10.6	-14.2	-11.9	-1.4	8.9	-24.0
1	17 75.8	% DIFF	-5.1	2.2	-2.1	7.0	-2.4	2.3	-1.6	-3.1	-3.5	8.4	3.4	0.0	-3.9	0.5	-5.4	2.0	-14.9	-8.2	7.1	3.1	-19.3
		BAL DIFF	-5.7	6.0	-2.7	5.0	-2.4	2.3	-1.7	2.9	-3.3	8.5	2.3	-1.4	-4.0	0.7	-6.8	1.9	-15.9	-7.4	7.1	3.0	-20.5
1	A1 90.7	% DIFF	2.6	-4.4	-2.1	2.9	1.3	-1.2	-4.6	1.1	4.5	2.5	-2.1	-1.4	0.5	0.9	-6.3	-3.1	-6.1	-0.8	2.9	5.5	-13.5
		BAL DIFF	2.7	-2.6	-2.4	1.7	1.2	-1.1	-3.0	5.7	0.5	2.9	-2.7	-0.3	1.8	0.7	-4.0	-3.6	-5.4	-0.9	2.7	4.9	-13.3

EXPR. D62 (Text for this exercise has not been released)

1	13 75.1	% DIFF	2.6	2.8	-1.5	-3.5	-2.3	2.1	-8.2	-4.8	6.0	-6.1	2.3	1.2	1.2	0.5	0.2	-7.7	-6.9	-1.6	-2.3	3.3	-3.3
		BAL DIFF	1.4	3.5	-1.3	-3.0	-2.3	2.1	-8.3	-4.8	5.7	-3.6	1.9	0.9	1.2	-0.1	2.0	-3.7	-4.7	-1.3	-2.0	2.6	-2.1
1	17 75.8	% DIFF	3.3	-8.2	1.1	-1.5	0.8	-0.7	4.8	-19.9	1.7	-1.4	1.2	4.0	-2.7	1.6	-11.2	-0.1	-15.8	-9.4	4.9	3.8	-5.6
		BAL DIFF	2.2	-1.8	0.9	-2.5	0.1	-0.1	7.1	-15.1	-0.6	-1.3	1.1	3.2	-0.8	0.9	-7.1	1.1	-13.7	-7.9	4.8	3.0	-6.3
1	A1 83.1	% DIFF	-2.8	-1.1	1.6	2.0	5.8	-5.3	-6.2	-8.5	4.2	-10.1	8.0	-5.7	0.2	2.9	-13.5	-34.2	-5.8	1.5	5.9	0.4	-8.3
		BAL DIFF	-3.2	-0.0	0.3	2.6	5.5	-5.1	-5.9	-0.1	1.4	-5.9	6.0	-4.7	-0.4	2.4	-10.5	-31.3	-1.7	-0.2	3.8	-0.3	-8.3

EXPR. D63 (Text for this exercise has not been released)

1	13 85.5	% DIFF	12.4	-14.7	2.8	-5.5	-0.8	0.7	-10.8	-27.7	16.2	-9.7	6.5	1.6	2.0	5.9	-30.4	-15.6	-25.7	-13.0	-5.0	12.7	-18.8
		BAL DIFF	10.3	-8.6	0.4	-5.1	0.1	-0.1	-7.1	-10.8	9.4	-1.8	0.0	-1.1	0.4	3.8	-20.6	-7.2	-19.6	-8.9	-8.4	9.6	-12.7
1	17 76.8	% DIFF	2.5	-17.7	6.9	4.1	2.2	-1.8	-10.4	-19.8	14.0	-2.4	1.9	1.4	-1.2	6.6	-32.3	-21.9	-14.3	-18.5	2.5	9.5	-17.4
		BAL DIFF	1.4	-12.9	5.6	2.1	0.7	-0.6	-2.2	-9.3	6.3	-1.9	-1.0	-1.8	3.4	5.3	-22.3	-22.7	-8.7	-14.6	1.6	7.3	-14.5
1	A1 90.4	% DIFF	0.8	-5.0	0.5	2.5	0.3	-0.3	-3.9	-2.5	4.9	-1.5	2.8	0.3	-7.7	1.5	-7.3	-12.9	-5.6	-1.4	1.3	6.1	-9.0
		BAL DIFF	0.2	-2.5	0.0	1.9	0.2	-0.2	-2.3	1.9	2.4	0.0	2.1	0.6	-7.1	1.2	-4.7	-13.5	-3.1	-1.4	-0.1	5.1	-8.0

EXPR. D64 (Text for this exercise has not been released)

1	13 48.8	% DIFF	2.2	-2.8	-0.5	0.5	2.3	-2.6	-1.6	5.3	-1.9	-0.7	1.8	-0.7	-0.3	-0.3	2.5	-1.2	-10.9	5.5	-0.6	-0.1	1.5
		BAL DIFF	1.9	-3.3	-0.6	1.3	2.2	-2.4	-1.2	4.4	-2.1	-1.3	1.0	-0.5	0.8	-0.3	2.8	-1.8	-10.2	5.5	-0.9	0.1	1.2

EXPR. D65 (Text for this exercise has not been released)

1	13 43.5	% DIFF	6.2	-9.8	0.3	1.9	2.6	-2.6	-10.5	-2.9	17.3	-9.8	0.1	2.8	-3.5	2.9	-16.2	-7.2	-23.4	-8.9	-4.4	8.3	-11.0
		BAL DIFF	4.8	-5.4	-1.4	1.5	2.6	-2.5	-5.6	7.8	12.1	-8.6	-2.4	1.1	-2.3	2.4	-13.4	-5.5	-19.4	-6.2	-3.5	6.7	-10.8

Reg	Age	Natl Pval		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Females	Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown
1	17	67.1	% DIFF	3.3	-11.9	1.8	4.8	8.2	-3.7	-12.2	-13.5	10.9	5.7	1.1	1.3	-3.3	4.8	-28.3	-17.3	-23.8	-13.2	3.8	8.9	-39.8
			BAL DIFF	0.3	-6.1	2.3	2.3	3.2	-2.8	-7.8	-2.6	6.7	6.6	-2.2	-0.2	-2.4	3.7	-21.0	-15.5	-18.5	-9.4	3.3	6.9	-39.2
1	Ad	77.6	% DIFF	1.8	-13.1	5.7	4.1	6.0	-5.0	0.9	-9.8	11.2	-1.4	8.1	-4.4	-5.5	7.0	-34.8	-29.9	-15.8	4.4	9.7	11.2	-30.7
			BAL DIFF	-0.6	-6.9	3.7	3.2	6.4	-5.3	0.9	12.8	4.7	2.2	0.5	-5.1	-4.4	6.5	-31.6	-31.7	-11.0	6.3	4.9	7.6	-28.9
*2	13	15.7	% DIFF	2.9	-5.5	2.2	-0.8	0.8	-0.8	-5.0	5.0	9.4	-4.6	5.2	-2.5	-1.9	0.9	-7.0	1.8	-11.1	-8.3	-3.6	5.8	-4.0
			BAL DIFF	2.0	-2.1	1.7	-2.3	0.5	-0.5	-3.1	-1.2	6.8	-4.9	4.4	-3.0	-0.9	0.2	-3.8	5.0	-10.9	-7.1	-3.2	5.1	-3.3
*2	17	39.6	% DIFF	-0.7	-10.7	6.4	2.3	6.9	-6.0	-9.1	-15.0	4.9	4.7	0.5	6.1	-2.5	4.5	-25.0	-20.2	-23.5	-16.7	-1.1	12.3	-27.0
			BAL DIFF	-3.1	-5.8	7.8	-0.7	6.6	-5.8	-6.1	-6.0	-0.3	6.0	-2.0	5.6	-1.6	3.3	-15.5	-19.5	-19.2	-13.9	-2.7	11.4	-25.8
*2	Ad	61.5	% DIFF	5.3	-12.0	6.5	-4.8	8.2	-6.9	3.4	-18.2	11.8	-0.6	7.4	0.6	-10.2	7.9	-37.2	-48.4	-19.9	-0.7	7.2	22.1	-30.2
			BAL DIFF	2.2	-4.5	4.1	-5.3	9.1	-7.6	3.2	6.2	4.3	2.4	-1.0	1.3	-8.7	6.8	-31.3	-48.1	-14.7	-0.4	2.3	18.9	-21.7
3	17	3.9	% DIFF	2.7	-2.6	-0.0	-0.5	1.5	-1.5	-0.1	-2.6	5.2	-3.4	1.8	-0.7	-1.2	0.5	-2.7	-1.9	-3.9	-3.1	-1.4	2.0	-0.4
			BAL DIFF	2.6	-1.8	-0.2	-0.9	1.5	-1.5	1.3	-1.7	4.3	-3.4	1.0	-1.0	-0.4	0.2	-1.0	-0.8	-2.8	-2.6	-1.2	1.6	-0.1
1	17	21.0	% DIFF	2.0	-9.9	6.5	-2.1	5.8	-5.0	-4.4	-11.8	3.6	-4.5	1.1	3.3	2.0	3.1	-18.3	-11.0	-11.3	-11.8	-2.4	8.8	-18.8
			BAL DIFF	1.1	-8.0	7.0	-3.5	5.5	-4.7	-1.4	-6.6	-0.8	-3.6	-1.4	3.8	3.1	1.9	-9.4	-11.3	-8.0	-10.1	-3.6	8.3	-17.6
1	Ad	41.2	% DIFF	-2.1	-10.2	8.5	0.4	11.0	-9.2	0.7	-17.3	8.2	-5.4	-0.9	8.7	-5.8	4.8	-21.0	-41.2	-14.1	0.4	0.3	18.0	-12.1
			BAL DIFF	-3.4	-7.9	8.1	0.0	12.0	-10.1	0.1	-6.2	3.0	-3.7	-6.1	9.1	-3.2	3.6	-13.6	-48.3	-10.7	-0.3	-4.0	17.3	-5.1
*4	13	0.9	% DIFF	0.8	-0.5	0.0	-0.8	0.5	-0.5	0.8	-0.9	1.5	-0.9	0.3	-0.2	-0.5	0.2	-0.9	-0.4	-0.9	-0.9	-0.4	0.7	-0.9
			BAL DIFF	0.8	-0.2	-0.1	-0.5	0.5	-0.5	1.2	-0.4	1.3	-0.8	0.1	-0.3	-0.3	0.1	-0.5	0.1	-0.6	-0.7	-0.1	0.6	-0.8
*4	17	8.7	% DIFF	1.5	-4.5	2.7	-1.8	2.1	-1.8	-1.3	-5.5	3.7	-2.0	0.6	1.6	-0.7	1.3	-8.1	-8.6	-8.0	-6.4	-2.9	5.2	-6.4
			BAL DIFF	0.8	-3.5	3.2	-2.2	2.1	-1.8	0.1	-3.0	1.2	-1.5	-0.5	2.0	-0.1	0.8	-3.8	-8.8	-2.4	-5.5	-3.3	4.8	-6.5
*4	Ad	18.0	% DIFF	-3.6	-7.9	1.7	12.9	5.2	-4.4	-6.9	-8.2	4.6	-0.2	4.5	8.2	-10.8	1.6	-6.5	-18.0	-5.7	7.9	-3.8	5.5	-7.6
			BAL DIFF	-4.4	-7.5	1.8	18.3	5.5	-4.6	-6.4	-8.9	4.5	-1.0	4.8	6.8	-8.8	1.1	-2.2	-26.3	-2.0	7.0	-7.4	4.5	-4.8
5	13	0.2	% DIFF	0.4	-0.2	-0.1	-0.1	0.2	-0.2	-0.2	-0.2	0.0	-0.2	0.3	0.1	-0.2	0.0	-0.2	0.2	-0.2	-0.2	-0.1	0.2	-0.2
			BAL DIFF	0.4	-0.1	-0.1	-0.2	0.2	-0.2	-0.1	-0.2	-0.0	-0.2	0.2	0.1	-0.1	-0.0	-0.1	0.4	-0.3	-0.2	-0.1	0.2	-0.2
5	17	1.6	% DIFF	-0.8	-0.2	0.5	0.5	0.5	-0.4	-0.9	-0.1	1.5	0.4	0.3	-0.1	-0.9	0.2	-1.4	-0.6	0.6	-1.4	-0.5	0.8	-0.6
			BAL DIFF	-1.2	0.4	0.7	0.2	0.5	-0.4	-1.3	0.0	1.5	0.7	0.4	-0.2	-1.1	0.2	-1.0	-0.7	0.8	-1.1	-0.5	0.7	-0.9
5	Ad	3.8	% DIFF	2.6	-3.2	-0.9	2.3	-0.7	0.6	-3.8	-3.8	0.7	-0.5	-0.4	3.4	-0.9	0.7	-3.2	-3.8	-1.1	0.8	-1.4	2.5	-3.8
			BAL DIFF	2.3	-3.0	-1.2	2.9	-0.5	0.4	-3.4	-3.3	0.2	-1.7	-0.4	3.4	-0.3	0.4	-1.4	-5.7	-0.2	0.1	-1.8	2.1	-2.7
EXER. D66				(Text for this exercise has not been released)																				
1	13	86.7	% DIFF	-0.6	-6.5	5.7	-0.4	4.6	-4.5	-5.1	-11.5	3.4	0.8	2.2	1.4	-0.2	3.8	-17.1	-15.4	-13.6	-6.2	-0.9	4.6	-9.9
			BAL DIFF	-1.6	-2.8	3.4	0.2	4.4	-4.3	-2.1	0.6	0.3	3.5	-0.1	0.9	-2.1	3.4	-15.6	-13.5	-12.6	-2.0	-1.3	3.6	-8.0
EXER. D67				(Text for this exercise has not been released)																				
1	13	75.7	% DIFF	0.2	-3.7	1.6	1.2	2.6	-2.5	-9.6	-13.1	5.0	-1.8	0.9	4.0	0.1	4.3	-17.8	-21.3	-2.1	-6.1	-0.5	4.4	-15.5
			BAL DIFF	-1.1	-0.5	-0.8	2.6	2.4	-2.4	-6.9	1.7	1.8	2.6	-1.2	2.3	-2.0	4.2	-16.6	-21.3	-1.8	-1.9	-0.6	3.1	-13.6
1	17	87.3	% DIFF	6.5	-7.9	-1.2	1.2	-2.1	2.1	-9.8	-6.9	3.2	3.3	2.0	3.7	-1.9	3.6	-20.9	-16.8	-10.0	-7.3	3.5	3.5	-27.9
			BAL DIFF	5.7	-6.1	-1.5	0.8	-2.6	2.6	-6.7	-0.2	-0.5	4.3	-0.9	1.8	0.1	3.4	-20.3	-14.8	-7.2	-5.1	2.8	2.6	-28.5
1	Ad	80.0	% DIFF	2.0	-5.8	0.8	1.3	1.7	-1.5	-10.3	-2.4	7.8	-6.7	-1.9	1.0	2.0	2.5	-16.2	-15.8	-8.4	0.5	-2.4	10.5	-19.5
			BAL DIFF	1.3	-5.0	1.6	0.4	2.0	-1.8	-9.2	7.9	3.5	-4.0	-3.2	1.0	3.0	2.2	-14.4	-12.4	-2.7	1.5	-3.7	8.6	-16.4

EXER. D68		(Text for this exercise has not been released)																					
1	17 83.4	% DIFF	10.8	-11.7	-0.9	1.2	5.7	-5.2	-12.7	-6.3	6.1	8.7	8.6	-5.6	-2.6	3.8	-14.9	-12.1	-13.0	-8.1	0.9	7.5	-10.5
		BAL DIFF	9.3	-6.2	-3.0	-0.0	5.0	-4.5	-3.3	-1.0	0.7	7.0	5.7	-7.9	-1.2	2.9	-9.8	-12.1	-9.6	-5.0	0.6	5.4	-13.0
1	A1 51.0	% DIFF	6.1	-13.1	0.2	0.9	9.6	-8.7	-8.3	-19.0	19.1	-9.7	0.2	-3.2	-0.6	3.6	-25.2	-21.9	-14.6	-8.7	6.0	16.7	-17.6
		BAL DIFF	5.6	-5.0	-0.1	-4.3	8.3	-7.7	-7.8	-5.9	11.7	-8.6	-0.4	-2.4	0.9	2.2	-16.2	-9.9	-9.7	-8.8	5.6	12.0	-13.9
EXER. D69		(Text for this exercise has not been released)																					
1	17 71.2	% DIFF	8.3	-3.9	1.2	-3.5	2.8	-2.1	-1.8	-4.8	14.2	-2.6	-1.4	-3.0	-1.8	2.8	-12.9	-11.8	-7.3	-2.5	-4.9	5.4	-9.9
		BAL DIFF	2.8	-1.5	1.9	-4.3	2.2	-1.9	-1.5	1.3	11.4	-1.0	-3.2	-3.6	-1.5	2.2	-10.8	-11.9	-5.2	-0.1	-4.8	4.0	-9.9
1	A3 40.9	% DIFF	-6.8	-2.1	6.5	1.7	10.3	-9.2	1.5	-11.9	19.0	-7.1	2.3	-10.7	-1.2	3.1	-17.0	-18.5	-15.6	-2.3	10.6	13.0	-32.0
		BAL DIFF	-8.6	1.6	6.3	1.4	8.8	-7.9	0.4	-9.3	13.6	1.6	-2.3	-9.8	0.3	2.0	-9.5	-14.8	-12.7	2.0	9.6	8.2	-29.7
EXER. D70		(Text for this exercise has not been released)																					
1	17 75.1	% DIFF	5.5	-11.3	0.8	5.0	6.3	-5.1	-6.1	-7.8	12.4	4.6	-0.8	1.9	-7.9	2.3	-13.4	-3.7	-11.8	-19.8	0.1	10.5	-7.7
		BAL DIFF	4.7	-9.5	1.2	1.7	4.9	-1.9	-1.0	-0.9	5.5	2.9	-3.9	2.2	-2.3	1.2	-5.5	-0.6	-8.4	-17.2	-0.1	8.9	-7.2
1	A3 73.3	% DIFF	1.7	-9.5	0.7	2.5	8.6	-8.1	-6.0	-8.0	12.5	3.5	5.6	-10.4	-3.0	1.0	-20.1	-11.3	-12.2	-0.6	6.9	11.7	-27.6
		BAL DIFF	3.8	-1.6	-1.6	-0.8	3.9	-1.6	-5.3	2.5	6.8	7.8	2.3	-9.5	-0.7	2.5	-16.1	-11.6	-8.7	0.0	5.7	8.5	-25.0
*2	17 60.3	% DIFF	8.2	-12.3	-0.9	7.9	7.3	-5.9	1.3	-16.6	11.6	8.1	-1.4	2.9	-7.8	3.9	-20.5	-10.3	-24.1	-19.9	2.8	11.9	-24.5
		BAL DIFF	3.1	-7.2	-0.7	4.1	5.6	-4.5	7.5	-5.8	3.6	5.9	-4.7	0.4	-1.3	2.7	-12.9	-9.9	-20.6	-16.5	2.6	9.9	-21.9
*2	A4 59.0	% DIFF	-1.5	-12.3	3.1	7.5	7.8	-6.8	-5.2	-7.9	13.1	-1.7	9.1	-14.5	-1.6	4.5	-24.1	-35.9	-19.8	2.2	9.4	15.4	-28.3
		BAL DIFF	-0.5	-3.3	-0.7	4.6	5.8	-5.4	-3.6	3.4	5.9	4.1	4.8	-13.0	1.3	3.5	-17.3	-31.0	-14.5	2.3	7.4	11.1	-25.0
3	17 46.6	% DIFF	4.7	-13.0	0.4	6.2	..8	-5.5	-0.9	-16.0	14.0	1.9	0.3	1.9	-7.4	3.7	-20.6	-8.8	-26.6	-18.5	-0.1	13.1	-16.8
		BAL DIFF	3.1	-7.8	0.6	2.8	5.4	-4.3	6.0	-5.4	6.1	-0.2	-1.2	1.8	-1.3	2.5	-11.7	-8.9	-23.3	-15.0	-0.3	11.3	-15.1
3	A3 46.0	% DIFF	-0.5	-14.9	4.1	6.7	7.3	-7.3	-7.4	-3.1	19.4	-8.1	9.7	-12.1	-8.3	4.3	-20.7	-40.3	-21.3	-2.4	12.0	17.5	-29.7
		BAL DIFF	0.2	-5.2	0.6	3.4	6.5	-6.0	-5.0	5.1	12.0	-3.0	5.4	-10.2	-8.7	3.1	-12.2	-36.7	-15.0	-2.4	9.4	12.8	-25.3
*4	17 30.5	% DIFF	5.5	-9.1	-3.0	6.4	7.5	-6.1	-0.2	-17.8	14.0	0.6	2.2	8.1	-8.4	3.6	-20.1	-8.7	-21.4	-17.5	-1.3	12.8	-10.9
		BAL DIFF	1.7	-3.6	-2.8	3.0	6.0	-4.9	4.9	-7.2	6.7	-1.0	-0.4	1.1	-2.8	2.6	-12.8	-8.9	-18.4	-11.9	-1.1	10.1	-8.0
*4	A1 28.7	% DIFF	0.5	-10.2	-0.2	8.6	6.8	-6.1	-9.7	-10.0	23.1	-1.0	6.7	-10.5	-8.8	3.3	-18.6	-23.7	-15.9	-8.9	8.8	16.3	-26.6
		BAL DIFF	0.3	-0.6	-2.6	4.4	5.9	-5.5	-8.0	-2.2	16.8	2.5	1.7	-9.0	-6.2	2.4	-11.3	-24.5	-10.2	-4.6	6.6	11.4	-22.6
5	17 9.5	% DIFF	3.2	-3.9	-1.6	2.2	8.1	-3.3	0.1	-8.6	8.8	-2.7	1.5	1.9	-3.0	1.6	-8.4	-8.0	-9.6	-5.6	-1.5	5.2	-7.1
		BAL DIFF	2.6	-2.1	-1.6	1.1	3.7	-2.9	2.8	-0.2	1.5	-3.5	0.3	0.6	-0.3	1.2	-5.4	-8.5	-7.6	-4.2	-1.5	4.4	-5.9
5	A4 5.9	% DIFF	0.3	-2.5	0.4	1.2	0.3	-0.3	-2.0	-2.9	10.5	1.0	-0.7	-2.9	-3.6	0.8	-5.0	-9.6	-8.4	-3.9	2.7	5.4	-6.9
		BAL DIFF	-0.4	0.7	0.2	-0.5	0.0	-0.0	-1.4	-0.1	9.0	4.7	-1.5	-2.8	-1.3	0.8	-8.1	-6.0	-2.8	-1.5	2.3	1.7	-8.7
EXER. D71		(Text for this exercise has not been released)																					
1	17 35.4	% DIFF	0.7	-14.1	6.4	3.4	5.2	-4.7	-12.7	-11.7	5.8	8.0	7.1	1.6	-6.6	1.2	-15.7	-10.9	-9.4	-9.7	-0.8	6.9	-22.9
		BAL DIFF	-2.5	-9.9	7.3	2.0	4.2	-1.8	-11.3	-7.7	1.0	7.2	4.9	1.8	-3.9	2.1	-9.0	-9.9	-8.5	-5.1	-1.5	5.1	-26.3
1	A1 10.3	% DIFF	0.2	-0.1	8.5	-5.1	11.9	-10.7	-2.8	-17.9	25.4	-16.5	-1.0	-6.7	1.9	3.3	-22.6	-8.5	-13.2	-6.2	0.3	19.5	-20.8
		BAL DIFF	-1.7	2.2	5.2	-5.7	10.2	-9.9	0.2	-6.0	16.3	-9.1	-4.3	-3.5	2.9	1.9	-13.9	-3.5	-10.4	-1.0	-0.8	14.2	-18.0
EXER. D72		(Text for this exercise has not been released)																					
1	17 51.5	% DIFF	0.8	-10.5	3.5	4.0	2.5	-2.3	0.3	-13.8	9.5	2.9	-2.7	5.4	-1.5	5.5	-10.0	-12.2	-18.5	-14.1	8.7	5.0	-38.1
		BAL DIFF	-1.1	-4.9	2.9	2.0	1.5	-1.3	1.5	-1.9	1.7	2.9	-5.9	3.9	-1.4	4.7	-26.2	-8.1	-15.7	-10.0	7.8	3.2	-38.8

Reg	Age	Natl Pval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff	Rest Of Sub	Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
1	Ad	50.9	% DIFF	-3.6	-7.6	7.1	0.4	6.4	-5.9	8.7	-18.2	12.2	-8.8	3.6	-6.1	-1.8	3.8	-22.3	-45.9	-12.6	2.9	6.8	10.5	-34.2
			BAL DIFF	-4.1	-1.1	5.6	-1.5	5.1	-4.7	8.8	-7.9	8.2	-4.7	1.0	-4.6	-1.8	2.7	-14.3	-39.5	-8.4	2.9	4.8	7.0	-26.9
EXPR. D73			(Text for this exercise has not been released)																						
1	Ad	45.0	% DIFF	-0.5	2.7	-2.8	2.2	10.6	-9.7	-11.0	-14.5	24.1	-6.3	-1.4	-4.3	-9.0	2.7	-17.1	-14.1	-14.4	-1.2	1.3	16.7	-14.2
			BAL DIFF	-2.0	0.8	-4.5	0.5	10.7	-9.8	-10.9	-3.0	18.4	-3.4	-1.1	-5.2	-7.5	1.8	-11.6	-8.2	-11.8	-0.9	-0.1	11.9	-8.3
EXPR. E 1 OBJECTIVE: Know how citizens can affect government.																									
			Stated 1 or more ways citizens can influence actions of their government.																						
1	17	76.9	% DIFF	5.4	-10.3	0.6	2.8	-0.1	0.1	-11.3	-8.7	14.2	4.6	2.5	1.2	-5.4	5.5	-30.8	-23.9	-14.6	-10.4	2.1	7.9	-22.6
			BAL DIFF	3.1	-4.0	0.1	-0.0	-1.1	1.0	-7.5	6.1	9.6	5.9	-2.2	-1.2	-4.3	5.2	-29.5	-20.5	-12.1	-5.8	2.8	4.9	-25.4
1	Ad	86.3	% DIFF	4.1	-8.6	3.5	-1.2	1.9	-1.6	0.8	-7.0	5.4	-6.2	4.3	1.4	-4.2	4.6	-19.8	-37.6	-5.5	5.6	-1.9	10.3	-40.6
			BAL DIFF	2.4	-6.2	1.7	1.6	2.5	-2.1	1.6	5.4	2.3	-5.3	0.6	0.6	-3.8	4.0	-15.9	-38.9	-2.2	5.3	-4.7	8.3	-15.9
			...2 or more...(not in exhibits)																						
2	17	60.4	% DIFF	4.4	-10.9	-1.1	7.0	-0.2	0.2	-13.6	-22.9	17.0	6.6	5.2	4.5	-7.8	5.6	-29.3	-27.5	-19.9	-18.9	2.8	12.7	-25.9
			BAL DIFF	2.2	-4.7	-0.9	3.3	-1.2	1.1	-7.5	-8.7	10.7	7.2	0.4	1.9	-5.8	4.2	-22.5	-20.3	-16.9	-13.1	3.4	9.1	-27.3
2	Ad	69.3	% DIFF	1.8	-16.4	8.1	4.1	0.4	-0.4	4.6	-18.1	14.0	-11.7	7.8	1.4	-8.0	6.2	-30.7	-24.7	-15.8	6.0	0.7	19.7	-35.3
			BAL DIFF	-0.9	-11.7	5.6	6.6	1.3	-1.1	5.8	-4.0	7.9	-9.8	1.8	0.6	-4.5	4.4	-20.1	-27.8	-10.7	6.8	-4.1	16.1	-28.4
			...3 or more...																						
3	17	43.6	% DIFF	6.3	-10.6	-2.6	6.6	3.1	-2.8	-11.1	-21.1	20.9	3.2	7.6	3.9	-11.6	4.7	-26.0	-21.1	-12.5	-19.8	-0.0	13.0	-26.8
			BAL DIFF	4.0	-4.7	-2.1	2.9	1.9	-1.7	-5.9	-9.1	13.8	3.5	3.2	2.1	-9.0	3.2	-18.0	-13.4	-9.6	-14.1	0.5	9.4	-28.5
3	Ad	47.2	% DIFF	1.6	-15.4	6.6	6.0	2.6	-2.2	-1.9	-19.5	19.8	-7.7	9.5	2.0	-12.5	5.7	-27.3	-27.0	-18.3	-2.0	4.2	23.7	-23.5
			BAL DIFF	-0.9	-10.3	4.0	7.8	3.5	-3.0	-1.2	-7.6	12.3	-7.9	4.4	2.7	-8.8	3.7	-15.6	-31.3	-12.4	-2.0	-1.3	20.2	-15.7
			...4 or more...(not in exhibits)																						
4	17	23.9	% DIFF	9.9	-10.5	-3.7	4.1	5.7	-5.2	-7.9	-13.9	15.9	7.5	1.4	-0.6	-4.9	3.1	-18.9	-9.8	-11.9	-11.4	0.2	8.5	-12.6
			BAL DIFF	8.4	-6.4	-3.1	0.9	4.8	-4.3	-3.9	-6.1	10.5	7.8	-2.5	-1.6	-2.1	2.1	-12.9	-5.8	-9.1	-8.4	0.6	6.3	-14.2
4	Ad	23.8	% DIFF	-2.6	-4.2	5.4	-1.0	0.6	-0.5	2.8	-15.4	15.0	-9.7	6.5	4.6	-12.4	3.5	-17.0	-17.1	-13.4	-2.1	-3.7	23.9	-16.6
			BAL DIFF	-4.8	0.3	3.2	0.5	1.3	-1.1	3.2	-8.1	7.8	-8.7	4.1	5.6	-10.3	2.3	-9.7	-17.9	-9.8	-3.3	-6.7	22.3	-11.1
			...5 ways...(not in exhibits)																						
5	17	9.6	% DIFF	7.1	-4.5	-2.8	0.2	2.7	-2.4	-3.9	-7.3	14.2	2.9	-2.2	-1.8	-0.8	1.2	-7.5	-3.2	0.2	-6.2	-2.2	4.4	-9.6
			BAL DIFF	6.9	-3.7	-2.2	-1.3	2.3	-2.0	-2.4	-4.3	11.1	2.8	-3.8	-2.3	1.2	0.6	-4.2	-1.0	1.5	-5.0	-1.7	3.2	-9.9
5	Ad	7.6	% DIFF	0.9	-4.6	1.0	3.0	-0.6	0.5	-3.8	-5.5	11.8	-5.3	-0.1	2.1	-4.3	1.4	-6.8	-7.6	-5.9	-5.6	0.5	12.1	-7.6
			BAL DIFF	0.3	-3.3	0.3	3.6	-0.3	0.2	-3.5	-3.3	8.3	-7.2	-0.9	3.3	-2.9	0.7	-2.1	-11.0	-3.9	-6.2	-0.7	10.7	-5.3
EXPR. E 2 OBJECTIVE: Believe that each person's civic behavior is important. Recognize that democracy depends on the alertness and involvement of its citizens, and know how citizens can affect government.																									
			Think they can have some influence on state government decisions.																						
1	17	53.9	% DIFF	-5.1	-6.3	4.2	5.9	1.3	-1.1	-4.0	-10.3	6.4	2.4	-3.2	2.2	2.0	3.3	-15.9	-12.0	-7.0	-7.1	2.2	3.8	-25.9
			BAL DIFF	-6.2	-4.8	4.4	5.4	1.0	-0.9	-4.2	-5.1	3.0	2.0	-4.2	2.0	3.0	2.7	-12.5	-10.4	-5.3	-4.1	1.7	2.6	-29.0
1	Ad	61.4	% DIFF	1.4	-18.0	4.7	4.2	5.1	-4.7	-4.0	-17.0	12.2	-3.5	1.4	-1.4	-4.8	1.9	-12.8	-8.2	-6.6	-0.4	4.3	5.4	-21.7
			BAL DIFF	0.7	-12.0	4.3	4.0	4.2	-3.9	-3.2	-13.1	9.5	-3.6	0.0	-0.2	-2.6	0.6	-1.6	-9.9	-1.6	-1.7	3.0	2.2	-17.8

Think they can influence decisions and gave one means.

2	17	50.0	% DIFF	-6.1	-9.0	5.8	7.4	0.8	-0.8	-3.7	-9.0	-0.8	5.3	-3.2	4.8	1.2	4.2	-21.5	-11.8	-13.0	-8.4	3.8	4.3	-23.8
			BAL DIFF	-7.2	-6.8	5.5	6.6	0.4	-0.4	-3.4	-8.7	-5.5	4.4	-4.8	4.3	2.6	3.7	-18.9	-10.7	-10.8	-5.3	2.5	1.6	-30.1
2	All	59.1	% DIFF	0.6	-14.5	5.2	4.9	4.9	-4.5	-6.9	-17.9	13.7	-2.1	1.8	-2.5	-4.6	2.2	-14.1	-10.5	-8.9	-1.4	5.2	7.7	-24.4
			BAL DIFF	-0.4	-11.5	4.8	4.3	4.0	-3.7	-5.7	-13.1	10.0	-1.6	0.3	-1.2	-2.3	0.8	-2.1	-11.7	-3.9	-2.5	3.6	4.4	-19.9

EXPR. E 3 OBJECTIVE: Know how citizens can affect government.

Gave one reason why they might write elected officials.

1	11	63.1	% DIFF	2.5	-6.5	2.3	-1.5	0.0	-0.0	-0.1	-6.8	4.7	3.2	-2.4	0.0	0.8	2.7	-12.4	-14.2	1.0	-10.3	-2.2	5.6	-10.4
			BAL DIFF	1.8	-2.3	0.8	-1.0	-0.1	0.1	3.3	4.2	0.9	5.4	-4.9	-1.2	1.0	2.8	-12.3	-15.1	4.3	-9.4	-2.4	4.9	-8.2

EXPR. E 4 OBJECTIVE: Actively work for community improvement. Know how citizens can affect government. Recognize important civic problems and favor trying to solve them.

Have talked or written to a government official on:

...1 or more issues

1	All	26.1	% DIFF	0.8	-11.0	5.1	2.3	5.0	-4.7	-7.3	-10.5	13.8	-0.9	2.4	-9.2	0.6	3.2	-14.7	-18.8	-7.6	-11.8	7.2	9.7	-10.2
			BAL DIFF	-2.0	-7.2	4.9	2.6	5.1	-4.7	-5.8	-0.6	10.4	-1.4	0.3	-8.9	2.9	2.6	-9.6	-18.9	-5.2	-10.1	4.9	7.8	-6.2

...2 or more... (not in exhibits)

2	All	11.9	% DIFF	2.0	-7.1	3.8	-0.7	2.3	-2.1	1.1	-4.0	8.5	0.6	0.2	-7.8	1.7	1.5	-9.0	-5.3	-2.3	-2.9	-2.1	5.4	2.5
			BAL DIFF	1.0	-5.5	1.8	-1.1	2.5	-2.3	0.9	1.5	7.2	0.3	-0.7	-7.8	2.5	1.3	-7.4	-5.2	-1.1	-1.5	-3.5	4.7	4.8

...3 or more...

3	All	5.9	% DIFF	0.8	-3.4	1.9	-0.3	1.0	-1.0	-2.1	-1.6	5.3	-4.1	2.8	-4.9	-0.2	1.0	-4.4	-5.9	-1.8	-2.6	-0.5	2.7	5.6
			BAL DIFF	0.1	-2.4	1.4	0.1	1.3	-1.2	-1.8	1.1	4.7	-4.6	2.6	-5.1	0.2	0.9	-3.1	-6.8	-0.7	-2.0	-1.7	2.0	7.5

EXPR. E 5 OBJECTIVE: Actively work for community improvement. Know how citizens can affect government. Recognize important civic problems and favor trying to solve them.

Wrote one letter to the editor of a newspaper.

1	17	7.3	% DIFF	0.0	1.6	-1.4	0.3	-0.2	0.2	-0.2	-2.4	0.4	-0.2	1.8	3.7	-3.5	0.1	0.2	-1.9	-0.6	-2.1	0.6	0.8	-3.8
			BAL DIFF	-0.9	2.5	-1.0	0.0	-0.4	0.4	-0.8	-2.3	0.3	0.1	2.2	3.8	-3.8	-0.1	0.9	-0.3	-0.2	-2.2	0.6	0.8	-4.5
1	All	12.1	% DIFF	5.2	-5.5	-1.4	-0.4	0.8	-0.7	-2.6	-6.2	9.0	4.5	-3.6	-1.0	0.8	0.8	-4.4	-6.2	-4.7	-2.3	-3.1	12.0	-7.7
			BAL DIFF	4.3	-4.7	-0.9	-0.5	0.6	-0.5	-0.9	-1.4	5.5	3.0	-3.9	-0.4	1.9	0.5	-2.9	-5.5	-3.6	-2.1	-2.9	10.2	-6.9

EXPR. E 6 OBJECTIVE: Communicate honestly with others. Participate in local, state, and national governmental processes. Know how citizens can affect government.

Have spoken in a public meeting to defend someone or some idea.

1	All	29.9	% DIFF	-2.5	-4.9	1.5	5.3	6.2	-5.8	-3.0	6.8	5.5	-1.7	3.8	-6.6	-3.9	0.0	1.4	-3.1	-5.8	-3.3	4.1	6.9	-17.8
			BAL DIFF	-3.8	-1.8	1.7	4.0	6.5	-6.0	-1.0	9.5	3.9	-3.0	2.6	-6.3	-2.0	0.1	2.2	-4.8	-6.0	-2.0	3.2	7.1	-15.4

EXPR. E 7 OBJECTIVE: Communicate honestly with others.

Initially volunteered opinion on a given controversial issue.

1	11	48.5	% DIFF	3.8	-7.7	-2.4	8.7	3.3	-3.1	-2.8	-12.8	13.4	9.3	2.2	1.4	-4.9	2.5	-11.1	-8.6	-6.1	-10.8	-2.3	8.9	-12.2
			BAL DIFF	2.5	-4.2	-3.9	8.4	3.0	-2.8	-0.4	-6.0	7.8	10.8	0.4	0.2	-4.9	1.4	-5.2	-8.1	-2.8	-8.5	-1.3	7.4	-13.8
1	17	55.3	% DIFF	-1.2	6.8	-2.4	-0.5	1.6	-1.5	-0.4	-2.7	12.4	1.1	-7.0	-5.0	3.9	1.0	-4.5	-8.4	-20.1	-16.4	-3.7	10.1	-5.3
			BAL DIFF	0.2	9.0	-1.9	-4.0	1.1	-1.0	0.4	2.8	8.6	1.4	-7.3	-5.6	3.8	0.4	-1.8	-3.5	-20.8	-16.9	-3.0	9.8	-3.5

Volunteered contrary opinion.

2	11	20.5	% DIFF	0.1	-3.8	1.6	1.9	2.3	-2.2	-4.1	-1.8	11.7	3.3	-2.8	3.6	-2.9	1.1	-4.4	-6.7	-0.4	-4.4	-3.3	5.4	-5.7
			BAL DIFF	-0.6	-1.7	0.9	1.6	2.2	-2.1	-3.7	2.7	8.8	4.4	-3.4	3.2	-3.7	0.9	-3.4	-7.0	1.1	-3.3	-2.7	4.7	-6.5

Pgm	Age	Natl Prgl		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff. Sub.	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
2	17	30.6	% DIFF	0.5	-1.3	-2.8	4.3	1.8	-1.7	-3.7	-0.9	-1.1	0.6	-0.6	3.8	-0.5	0.4	-3.9	1.4	-12.9	-8.7	-3.3	6.5	-2.7
			BAL DIFF	-0.2	0.1	-2.6	3.7	1.4	-1.3	-2.5	3.0	-5.4	-0.6	-0.3	4.0	-0.1	0.0	-1.8	3.5	-11.6	-9.1	-3.1	6.6	-2.0
			Volunteered initial or contrary opinion. (not in exhibits)																					
3	13	50.2	% DIFF	2.7	-5.0	-3.1	8.4	1.9	-1.8	-1.1	-14.1	13.4	7.4	2.2	0.7	-4.2	1.3	-6.1	-7.4	-2.3	-9.0	-2.3	8.4	-15.4
			BAL DIFF	1.3	-3.1	-3.7	8.1	1.9	-1.8	-0.4	-11.3	9.3	10.0	1.7	0.4	-4.6	0.2	0.4	-5.1	-0.9	-7.5	-1.5	7.5	-16.5
3	17	64.0	% DIFF	1.5	4.0	-6.2	4.1	0.7	-0.6	-5.2	-5.1	9.7	-1.3	-1.8	-0.9	1.3	1.0	-4.6	-8.8	-20.1	-17.1	-3.3	10.0	-0.1
			BAL DIFF	1.3	6.5	-5.5	1.8	0.1	-0.1	-3.8	0.5	8.2	-1.6	-1.9	-1.5	2.0	0.3	-0.5	-8.0	-20.1	-17.1	-2.5	9.4	-1.0
EXPR. 8 B OBJECTIVE: Participate in local, state, and national governmental processes.																								
			Campaigned for a candidate:																					
			...1 or more times.																					
1	17	46.1	% DIFF	-2.8	-0.3	-1.0	4.3	-1.9	1.8	-14.4	6.5	9.7	0.7	-0.2	-2.3	0.3	0.1	5.0	-12.3	-11.1	-8.9	-0.9	8.0	-12.5
			BAL DIFF	-3.4	1.0	-0.6	3.4	-2.0	1.9	-11.3	7.5	5.9	-0.3	-0.6	-2.5	1.9	-0.3	6.7	-9.8	-9.7	-9.2	-0.7	7.6	-12.9
1	All	25.5	% DIFF	-3.9	-2.6	1.5	5.1	4.8	-4.8	-17.6	-11.2	18.0	-12.0	0.2	-4.7	1.0	2.2	-10.6	-21.7	-8.6	-7.5	1.7	14.9	-14.7
			BAL DIFF	-5.3	0.9	0.6	5.2	5.1	-4.6	-17.3	-5.6	14.4	-10.2	-0.2	-4.6	2.8	1.0	-2.6	-17.7	-5.4	-7.9	0.8	11.9	-10.3
			...2 or more times.																					
2	17	25.9	% DIFF	-3.5	4.8	-0.9	0.3	-3.2	3.0	-6.1	4.0	7.7	4.0	-3.1	-3.8	1.2	-1.0	10.5	-6.7	-7.5	-6.5	-2.6	6.6	-3.2
			BAL DIFF	-3.5	4.8	-0.0	-1.0	-3.1	2.9	-4.4	2.9	5.8	3.2	-2.5	-4.0	1.9	-1.2	10.5	-3.9	-4.4	-4.4	-2.3	7.4	-1.1
2	All	18.8	% DIFF	-4.1	3.6	-2.7	5.9	6.1	-5.6	-10.6	-7.3	17.9	-8.5	-2.7	-3.4	-2.3	1.2	-5.1	-12.7	-6.8	-4.4	5.0	6.7	-7.6
			BAL DIFF	-5.7	6.7	-3.2	6.0	6.0	-5.5	-11.0	-5.0	16.2	-7.1	-1.7	-4.7	-1.6	0.5	-0.7	-11.4	-4.6	-5.0	4.7	4.3	-3.5
EXPR. 8 C OBJECTIVE: Actively work for community improvement.																								
			Took part in civic project within past year.																					
1	9	63.1	% DIFF	-1.3	-6.8	5.5	2.1	-1.8	1.8	-14.8	-21.0	7.6	-0.8	2.8	1.9	2.9	1.5	-16.4	-16.6	-21.9	5.1	3.9	5.6	-12.5
			BAL DIFF	-5.6	-4.8	5.5	2.3	-2.2	2.3	-14.7	-10.5	6.7	0.9	1.8	1.1	1.4	2.1	-9.0	-11.7	-17.3	7.5	3.4	4.4	-11.1
1	13	42.2	% DIFF	2.4	1.3	-0.8	-2.7	-2.3	2.3	-6.2	-3.8	1.7	8.7	1.9	-0.8	-2.1	-0.2	6.5	-12.2	-4.5	-9.8	-0.8	2.8	0.8
			BAL DIFF	1.2	1.5	-1.1	-2.4	-2.5	2.4	-6.0	-5.2	1.1	9.2	1.7	-1.2	-0.9	-0.6	8.0	-9.5	-3.1	-9.4	-0.7	2.9	-1.5
			...within past 6 months (not in exhibits)																					
2	9	47.2	% DIFF	1.0	-6.5	-0.0	4.2	-1.2	1.2	-11.0	-16.6	7.0	-4.3	4.9	2.4	-0.9	2.6	-12.1	-11.5	-15.4	4.8	1.5	4.0	-7.8
			BAL DIFF	-0.6	-4.7	-0.2	4.6	-1.4	1.4	-8.7	-9.6	5.4	-3.8	4.0	1.5	-1.3	1.6	-6.3	-9.7	-11.7	7.2	1.2	2.7	-6.5
2	13	39.1	% DIFF	2.1	2.2	-3.1	-0.6	-1.7	1.7	-6.5	-3.6	1.5	10.2	4.4	-2.9	-2.5	-0.6	5.3	-3.2	-11.8	-8.5	-0.0	2.7	-0.6
			BAL DIFF	1.7	3.9	-3.3	-1.3	-1.8	1.8	-6.5	-5.3	0.7	10.7	4.7	-3.1	-1.7	-1.0	6.4	-0.3	-10.6	-8.6	0.0	3.2	-4.0
			...within past 3 months. (not in exhibits)																					
3	9	19.1	% DIFF	1.4	-4.3	-1.0	3.4	-1.0	1.1	-12.3	-13.6	8.6	-2.9	1.5	3.9	-1.1	2.4	-10.8	-11.9	-11.8	8.2	-2.1	4.6	-6.2
			BAL DIFF	0.8	-3.2	-0.7	3.8	-1.1	1.1	-9.8	-7.0	6.9	-2.0	0.8	3.0	-1.5	1.7	-6.5	-10.9	-8.4	10.5	-2.4	3.3	-8.9
3	13	30.5	% DIFF	-0.6	4.0	-2.6	0.3	-2.8	2.8	-5.9	-4.1	3.8	7.6	4.4	-2.7	-2.8	-0.5	4.3	-3.2	-16.1	-4.9	-0.9	2.8	-0.1
			BAL DIFF	-1.3	5.9	-2.8	-0.6	-2.8	2.8	-7.1	-4.7	2.7	8.0	5.5	-2.9	-2.7	-0.7	4.5	-0.8	-14.9	-5.2	-0.7	3.1	-2.9
			...within past month (not in exhibits)																					
4	9	23.9	% DIFF	2.6	-2.8	-1.2	1.1	-0.6	0.6	-8.4	-7.1	2.1	-3.3	-0.7	4.1	1.5	1.1	-9.7	-5.6	0.7	3.6	-1.4	2.5	-3.9
			BAL DIFF	2.4	-3.4	-0.6	1.2	-0.5	0.5	-6.9	-4.6	1.1	-3.2	-1.3	3.7	1.9	0.5	-1.7	-4.3	2.7	4.6	-1.8	2.0	-3.2

4	13	18.2	% DIFF	-0.4	4.4	-5.9	3.4	-1.9	1.9	-1.0	-1.1	4.8	7.8	0.6	-1.0	-4.5	-0.7	3.9	1.6	-10.5	-2.5	-0.6	1.7	-0.4
			BAL DIFF	-0.7	5.9	-6.0	2.6	-1.5	1.5	-1.7	-1.1	3.8	8.3	1.5	-1.3	-4.5	-0.5	2.6	0.8	-10.5	-3.2	-0.0	2.1	-3.9
			...within past week																					
5	9	11.1	% DIFF	2.1	-0.9	-1.0	2.1	-0.4	0.4	-1.3	-2.5	-0.1	-1.1	-0.1	0.1	1.9	-0.2	2.0	-1.6	-1.4	-2.1	0.1	1.8	-2.1
			BAL DIFF	2.2	-1.6	-2.9	2.7	-0.3	0.3	0.1	-3.8	-1.0	-1.4	-0.0	-0.1	2.5	-0.4	4.0	-1.5	-1.2	-2.2	0.0	1.7	-2.0
5	11	8.5	% DIFF	0.0	0.0	-2.1	2.3	-1.4	1.4	-1.0	1.2	1.3	9.3	0.0	-1.5	-4.0	-0.4	0.3	5.2	-7.1	-3.1	-0.3	1.0	2.6
			BAL DIFF	-0.3	1.6	-2.1	1.3	-1.4	1.3	-0.7	1.8	2.0	9.2	0.3	-1.6	-3.9	-0.1	-1.1	1.7	-6.5	-1.4	0.0	1.1	-0.1
			Took part in two or more projects at any time in the past.																					
6	9	55.4	% DIFF	-1.8	-2.9	2.7	2.8	-2.0	2.0	-16.0	-18.6	6.6	-2.2	-0.5	6.4	2.0	3.3	-13.7	-19.0	-10.1	-1.8	0.8	4.1	-6.1
			BAL DIFF	-6.1	-1.6	1.1	1.4	-2.2	2.2	-15.7	-9.6	5.6	-0.7	-1.2	5.6	0.8	2.3	-8.9	-16.3	-6.6	-0.2	0.2	2.8	-4.1
6	13	69.4	% DIFF	2.5	-1.2	2.0	-3.8	-2.0	2.0	-12.8	-5.1	4.3	8.2	3.4	2.4	-6.0	0.9	1.7	-22.3	-29.7	-14.1	-0.9	6.3	-4.0
			BAL DIFF	1.2	1.4	0.8	-3.4	-2.0	2.0	-12.0	-2.2	1.9	9.8	2.3	2.1	-5.3	0.3	5.5	-17.3	-28.0	-12.1	-0.8	6.1	-6.0
EXER. 310 OBJECTIVE: Actively work for community improvement.																								
			Took part in 1 or more civic activities in past year.																					
1	A1	16.4	% DIFF	-1.4	-7.0	3.0	4.0	-3.4	3.2	-4.4	-2.7	1.8	-9.2	2.5	-1.0	2.4	1.2	-11.3	3.7	-6.4	3.1	1.1	5.1	-13.2
			BAL DIFF	-1.3	-5.4	2.1	3.6	-3.6	3.3	-2.9	-0.2	-0.7	-8.0	1.3	0.1	3.7	0.5	-5.5	4.6	-5.3	5.4	0.1	4.7	-10.7
			...2 or more... (not in exhibits)																					
2	A1	16.1	% DIFF	-4.4	3.1	-0.3	3.5	-4.6	4.3	-1.1	3.1	-0.6	-8.2	2.7	-0.8	0.4	0.2	-1.2	-1.4	-4.3	-1.1	2.3	3.1	-5.3
			BAL DIFF	-4.1	3.9	-0.9	3.1	-4.4	4.0	0.8	2.3	-1.3	-8.1	2.7	-0.6	0.7	-0.2	1.3	0.7	-5.1	-0.5	2.0	3.9	-5.8
			...3 or more...																					
3	A1	6.5	% DIFF	-1.5	2.6	-1.1	1.3	-3.2	2.9	-2.4	-1.9	-0.4	-1.6	1.3	1.5	-1.2	-0.1	2.7	-3.9	-1.5	-2.2	0.9	2.0	-1.2
			BAL DIFF	-1.4	2.4	-1.2	1.3	-3.1	2.8	-0.7	-1.8	-0.3	-2.6	1.5	1.5	-1.0	-0.4	4.4	-2.4	-2.1	-1.9	1.0	2.4	-2.5
EXER. 311 OBJECTIVE: Actively work for community improvement.																								
			Belong to one club or organization outside of school.																					
1	17	42.8	% DIFF	1.2	-5.6	1.0	3.3	-0.9	0.8	-9.4	-18.7	7.7	-0.2	2.1	6.1	-2.3	1.8	-6.8	-10.0	-15.9	-14.2	-0.6	10.4	-21.6
			BAL DIFF	-1.2	-4.5	2.8	1.7	-1.7	1.5	-6.4	-12.6	2.9	-2.1	1.5	6.2	-0.1	0.2	1.6	-6.5	-11.4	-12.7	-0.9	9.6	-24.2
			Held one office in any organization outside of school.																					
2	17	17.7	% DIFF	-2.4	3.7	-0.0	-0.6	-0.8	0.7	-2.6	-6.7	2.1	-3.6	-0.8	1.5	4.0	0.8	-0.7	-9.3	-7.5	-6.6	-0.1	4.6	-6.6
			BAL DIFF	-1.0	3.8	0.5	-0.8	-1.0	0.9	-2.0	-5.4	0.4	-3.9	0.2	1.1	3.8	0.3	1.5	-6.7	-8.2	-7.2	-0.0	4.9	-5.5
			Served on committee of an organization outside of school.																					
3	17	20.1	% DIFF	1.0	-4.5	2.3	-0.1	-4.5	4.1	-2.6	-8.7	4.4	-2.5	-1.3	2.5	2.4	1.4	-7.2	-4.1	-8.2	-7.4	-2.2	6.9	-18.5
			BAL DIFF	0.5	-4.4	3.4	-1.1	-5.2	4.7	0.3	-6.6	1.1	-2.9	-2.2	2.7	3.4	0.6	-2.7	-2.3	-7.1	-6.7	-2.7	7.0	-23.2
			Attended one of the last two meetings of an organization outside of school.																					
4	17	38.0	% DIFF	-0.7	-4.6	0.9	3.7	-1.9	1.8	-9.0	-18.0	6.9	1.5	3.0	4.5	-2.7	1.0	-2.6	-7.9	-11.4	-13.0	-0.7	9.0	-16.8
			BAL DIFF	-2.8	-2.8	2.8	2.1	-2.6	2.4	-7.1	-13.7	3.4	-0.3	3.3	5.0	-1.3	-0.4	5.3	-5.0	-9.2	-12.0	-0.9	8.4	-19.4
EXER. 312 OBJECTIVE: Actively work for community improvement.																								
			Belong to one club or organization for community improvement.																					
1	Ad	25.7	% DIFF	-1.3	-2.1	1.7	3.5	-5.2	4.6	9.8	-7.4	4.3	-7.0	-1.7	-1.2	3.7	-0.1	-3.9	10.9	-0.9	-2.7	0.1	4.3	-11.8
			BAL DIFF	-3.3	-1.2	1.5	3.0	-5.6	5.0	9.4	-7.6	4.0	-7.5	-2.2	-1.0	5.2	-0.8	1.4	11.1	-2.1	-2.9	0.8	4.2	-10.1

Res	Age	Natl Eval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff. Sub.	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
			Belong to two organizations.																					
2	Ad	8.5	% DIFF	-0.1	-2.2	2.2	-0.6	-0.7	0.6	0.1	5.7	3.1	-3.9	-3.2	-1.0	3.3	-0.1	3.9	-6.4	-2.0	-0.5	1.6	1.1	-1.5
			BAL DIFF	-0.3	-2.7	2.3	-0.2	-1.1	0.9	0.9	4.6	2.9	-3.2	-3.6	-0.8	4.2	-0.2	4.3	-5.9	-2.3	-0.5	1.6	1.6	-2.2
			Held one office in any organization.																					
3	Ad	12.1	% DIFF	-4.2	-0.8	2.4	2.8	-3.3	3.0	4.6	1.6	-3.2	-1.2	-3.6	2.5	5.5	-0.3	1.7	2.1	-5.7	1.6	2.2	3.6	-5.3
			BAL DIFF	-3.7	-1.5	2.3	2.8	-3.4	3.0	6.2	1.2	-4.8	-0.8	-4.7	3.0	8.0	-0.7	3.9	3.7	-7.9	0.7	2.7	6.1	-7.0
			Served on one committee of an organization.																					
4	Ad	15.2	% DIFF	-2.2	-3.1	2.0	2.8	-1.3	1.2	-0.2	-5.0	5.1	-10.0	-1.6	2.1	2.8	0.3	-3.0	1.7	-3.3	-0.1	-0.3	4.9	-7.8
			BAL DIFF	-2.3	-3.7	2.2	3.1	-1.3	1.2	1.2	-5.2	3.6	-10.3	-2.5	3.0	4.5	-0.4	1.8	3.2	-3.4	1.1	-0.6	4.2	-6.5
			Attended one meeting in the past four weeks.																					
5	Ad	19.3	% DIFF	-2.1	-2.8	-0.2	4.9	-3.4	3.0	-0.2	-3.1	3.8	-6.0	-0.7	0.7	1.1	-0.5	-0.3	10.9	-0.1	-3.7	-2.7	5.9	-8.5
			BAL DIFF	-2.0	-2.5	0.0	4.2	-3.7	3.3	0.7	-4.1	1.9	-7.8	-0.6	1.6	3.0	-1.1	4.1	10.2	-0.8	-3.4	-2.3	5.9	-7.7

EXER. E13 OBJECTIVE: Apply democratic procedures on a practical level when working in a group. Display fairness and good sportsmanship towards others. Try to inform themselves and to understand alternative viewpoints. Weigh alternatives carefully. Have good ideas for solutions to problems. Communicate honestly with others.

			While working with a team on a 30 minute task: Suggested a question.																						
1	9	96.5	% DIFF	0.0	-0.5	0.5	-0.1	0.4	-0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	-7.2	-2.8	2.0	2.4	0.2	0.8	-2.1
			BAL DIFF	-0.5	-0.8	1.1	0.0	0.3	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	-7.5	-2.5	1.9	3.4	0.0	0.7	-2.1
			Gave a reason.																					
2	9	78.7	% DIFF	6.4	-1.3	-3.0	-1.0	-0.3	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	-16.1	-10.6	-5.3	3.5	3.9	0.6	-4.0
			BAL DIFF	5.1	-2.2	-2.4	0.2	-0.7	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.1	-15.7	-9.9	-5.2	5.6	4.0	-0.1	-3.8
			Encouraged team.																					
3	9	11.9	% DIFF	7.1	-4.0	-1.8	-0.5	1.4	-1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.6	2.1	4.2	-7.7	0.2	0.8	2.4	-2.1
			BAL DIFF	7.4	-3.9	-1.7	-0.8	1.4	-1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.9	1.4	5.2	-7.1	1.1	1.4	2.1	-2.6
			Sought information.																					
4	9	73.9	% DIFF	7.1	-6.2	-5.4	4.6	0.2	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	-14.3	2.3	4.6	5.0	0.5	-1.1	-1.3
			BAL DIFF	6.4	-6.6	-4.6	4.8	0.1	-0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	-12.6	-1.6	4.0	7.5	1.5	-2.0	-1.7
			Steered the task.																					
5	9	74.0	% DIFF	8.1	-11.4	-3.5	6.1	-0.6	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	-11.6	2.7	-1.5	0.4	0.6	2.3	-3.1
			BAL DIFF	7.4	-11.8	-2.6	6.3	-0.9	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	-11.8	-1.6	-1.9	3.6	1.8	1.5	-3.9
			Never discouraged team.																					
6	9	92.1	% DIFF	-0.8	0.5	1.9	-1.6	-1.4	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	-5.6	-4.5	-0.7	-10.5	2.5	-0.5	1.3
			BAL DIFF	-1.6	0.8	1.8	-1.1	-1.6	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	-5.8	-4.0	-0.9	-10.3	2.1	-0.4	1.5
			Never broke rules.																					
7	9	68.0	% DIFF	8.4	-6.8	-7.9	6.4	-5.5	5.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.8	-24.9	-1.4	7.1	4.5	-2.4	-2.2	2.2
			BAL DIFF	6.4	-7.1	-6.7	7.1	-5.9	6.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.2	-23.4	-8.9	5.2	7.2	-1.2	-1.2	2.0

Never distracted from task.

8	9 94.8	% DIFF	-2.2	2.6	3.3	-3.5	-2.0	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.4	-5.8	-1.8	3.1	1.7	0.1	-2.0
		BAL DIFF	-2.3	2.1	3.3	-3.1	-2.1	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	-1.1	-3.3	-1.6	2.6	1.0	0.5	-1.8

Team won 2 or more prizes.

9	9 17.3	% DIFF	10.8	-11.1	-6.3	6.7	0.3	-0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	-9.8	1.2	-3.8	-5.2	-2.6	1.9	1.9
		BAL DIFF	9.8	-10.9	-6.1	7.0	0.0	-0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.4	-6.6	-4.9	-3.7	-2.6	-1.1	0.8	1.4

PXPR. E14 OBJECTIVE: Apply democratic procedures on a practical level when working in a group. Try to inform themselves on socially important matters and to understand alternative viewpoints. Weigh alternatives and consequences carefully then make decisions and carry them out without undue delay. Have good ideas for solutions. Support free communication and communicate honestly with others. Defend rights and liberties of all kinds of people uniformly.

While working with a group on a 30 minute task:

Took a clear position.

1	13 61.5	% DIFF	9.3	1.5	-12.0	4.5	-0.3	0.3	-2.8	-10.3	3.2	-2.4	-8.7	4.7	5.2	1.4	-5.1	-15.6	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	10.9	-1.4	-11.3	4.4	-0.1	0.1	0.0	-6.6	4.3	-5.3	-5.6	5.9	2.5	0.8	-0.5	-18.4	0.0	0.0	0.0	0.0	0.0
1	17 67.8	% DIFF	-11.6	-10.4	11.6	5.8	-4.7	3.8	2.6	-15.5	19.8	-19.8	11.6	-11.8	-1.0	2.1	-7.9	-34.0	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	-11.3	-1.8	5.9	11.1	-2.8	2.3	-3.9	-18.1	14.0	-10.7	12.2	-7.8	-3.3	0.6	1.9	-26.5	0.0	0.0	0.0	0.0	0.0

Gave a reason.

2	13 66.9	% DIFF	9.7	-1.1	-8.9	-0.9	0.3	-0.3	-3.8	-5.3	7.5	4.1	-1.6	2.2	0.7	2.2	-8.0	-25.6	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	9.3	-2.1	-8.8	-0.3	0.6	-0.5	1.4	1.8	8.9	0.9	-8.3	2.5	0.4	2.0	-6.5	-26.4	0.0	0.0	0.0	0.0	0.0
2	17 80.3	% DIFF	-0.7	-8.3	8.1	0.8	-2.4	1.9	-0.3	-11.5	7.4	0.5	5.0	-6.4	-1.0	0.8	-5.2	-5.7	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	-1.1	-5.2	2.2	3.3	-1.2	1.0	-1.1	-10.1	5.5	2.5	3.8	-4.2	-1.5	0.3	-1.3	-4.3	0.0	0.0	0.0	0.0	0.0

Sought information.

3	13 54.3	% DIFF	9.7	7.4	-11.8	0.7	1.0	-1.0	-7.1	-10.5	-4.3	28.9	-7.7	3.4	8.6	1.7	-5.6	-20.6	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	11.6	2.2	-8.7	-0.6	1.6	-1.5	-1.3	-5.6	-2.1	23.4	-9.3	2.9	8.3	1.3	-3.7	-17.1	0.0	0.0	0.0	0.0	0.0
3	17 56.5	% DIFF	-4.5	-3.0	3.2	5.1	-2.9	2.4	-1.3	-9.4	6.4	0.5	2.9	-2.9	-1.2	0.9	-7.1	-1.4	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	-5.6	-0.6	1.9	8.6	-1.8	1.5	-8.6	-6.9	8.1	4.8	3.1	-1.6	-2.7	0.8	-5.2	-3.9	0.0	0.0	0.0	0.0	0.0

Steered the task.

4	13 50.7	% DIFF	14.4	9.3	-13.1	-2.0	2.2	-2.1	-15.3	-10.2	-6.3	25.2	-3.3	8.7	2.6	1.9	-8.7	-15.3	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	14.0	5.8	-11.0	-1.9	2.3	-2.2	-9.1	-3.9	-3.8	16.8	-4.7	6.9	2.7	1.3	-6.0	-10.6	0.0	0.0	0.0	0.0	0.0
4	17 76.4	% DIFF	-1.9	-5.7	1.8	7.4	1.5	-1.2	5.1	-2.1	4.4	-3.8	-6.4	0.8	5.6	0.8	-1.5	-18.0	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	-0.7	-7.1	2.7	3.6	0.6	-0.5	4.1	0.9	1.5	0.4	-7.9	2.6	4.9	0.8	-3.0	-13.9	0.0	0.0	0.0	0.0	0.0

Defended the right to be heard.

5	13 3.8	% DIFF	0.6	0.5	0.7	-1.3	-0.3	0.3	1.8	0.6	-2.2	-1.7	-1.0	3.3	-1.4	0.1	0.4	-3.0	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	1.1	-1.2	0.5	-0.5	-0.3	0.2	2.1	0.1	-2.0	-1.4	-1.5	3.7	-1.1	0.0	0.9	-3.5	0.0	0.0	0.0	0.0	0.0
5	17 1.2	% DIFF	0.9	-1.2	0.2	-1.1	0.8	-0.6	1.1	-1.2	-1.2	2.4	-0.5	0.9	-1.1	0.0	0.3	-1.2	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	0.5	-2.0	1.1	-1.7	0.8	-0.6	1.6	-1.8	-2.2	2.6	-1.0	1.6	-0.8	-0.0	0.3	-1.1	0.0	0.0	0.0	0.0	0.0

Defended own contrary viewpoint.

6	13 5.4	% DIFF	6.0	-0.9	-2.1	-1.3	0.6	-0.5	-2.2	-0.9	4.4	12.4	0.7	1.0	-3.2	0.2	-1.2	-1.1	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	5.6	-2.7	-2.2	-0.0	0.6	-0.6	-0.3	-1.4	4.5	12.5	-0.4	2.0	-3.0	-0.2	1.9	-2.0	0.0	0.0	0.0	0.0	0.0
6	17 24.2	% DIFF	-10.1	-0.6	7.0	2.6	0.6	-0.5	1.1	1.6	4.7	1.0	0.5	-0.9	-3.5	-0.3	2.5	0.5	0.0	0.0	0.0	0.0	0.0
		BAL DIFF	-12.2	-1.6	8.6	4.0	1.1	-0.9	-4.0	-4.5	-2.9	6.0	1.5	4.1	-4.4	-0.5	4.0	0.6	0.0	0.0	0.0	0.0	0.0

Seq	Age	Natl Eval		REGION				SEX		SIZE AND TYPE OF COMMUNITY						COLOR			PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff. Sub.	Rest Of Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown
			Never demeaned or disrupted the task.																				
7	13	92.8	% DIFF	3.9	-1.2	1.3	-1.9	-2.1	2.1	-9.0	-7.2	1.0	4.0	-0.5	-2.5	6.1	0.2	0.4	-6.3	-92.8	-92.8	-92.8	-92.8	-92.8
			BAL DIFF	5.1	-4.5	8.0	-4.6	-2.2	2.1	-9.4	-10.6	1.0	4.9	-2.5	-1.3	8.8	-0.6	4.1	0.8	0.0	0.0	0.0	0.0	0.0
7	17	98.9	% DIFF	1.2	-1.0	0.4	-2.6	0.5	-0.4	1.2	-0.8	1.2	1.2	1.2	-0.5	-2.8	0.1	-1.1	1.7	-98.9	-98.9	-98.9	-98.9	-98.9
			BAL DIFF	1.1	-0.9	0.1	-2.1	0.7	-0.6	2.1	-0.3	1.1	0.6	0.8	-0.5	-2.4	0.0	-0.7	1.7	0.0	0.0	0.0	0.0	0.0
			Group selected five most important issues.																				
8	13	94.0	% DIFF	6.0	6.0	-10.3	2.8	0.7	-0.7	-3.6	6.0	-8.6	6.0	-7.8	6.0	3.8	-0.8	5.8	-0.7	-94.0	-94.0	-94.0	-94.0	-94.0
			BAL DIFF	9.1	0.3	-9.1	2.8	1.0	-1.0	0.7	8.5	-3.6	8.1	-7.3	7.0	2.2	-0.7	5.3	-1.9	0.0	0.0	0.0	0.0	0.0
8	17	94.3	% DIFF	-8.2	-9.5	5.7	5.7	-1.8	1.1	0.7	-7.5	5.7	2.0	4.2	-13.6	5.7	-0.3	1.7	3.8	-94.3	-94.3	-94.3	-94.3	-94.3
			BAL DIFF	-8.2	-5.8	3.7	7.0	0.1	-0.1	-2.1	-10.2	1.8	3.4	4.6	-10.4	4.6	-0.7	4.8	4.8	0.0	0.0	0.0	0.0	0.0
			Group selected five most important issues and wrote recommendations for at least two.																				
9	13	92.0	% DIFF	3.4	5.8	-11.2	3.1	1.0	-0.9	0.0	-6.0	-2.7	-6.0	-2.9	4.1	2.8	0.5	1.1	-15.5	-92.0	-92.0	-92.0	-92.0	-92.0
			BAL DIFF	4.4	3.2	-11.8	4.6	1.2	-1.2	5.1	-5.4	0.2	-8.5	-2.3	5.1	-0.4	0.1	4.3	-18.7	0.0	0.0	0.0	0.0	0.0
9	17	85.6	% DIFF	-13.3	-14.3	12.1	14.4	-3.8	3.1	9.4	-5.4	12.5	-27.9	7.1	-15.4	10.1	0.3	7.7	-16.4	-85.6	-85.6	-85.6	-85.6	-85.6
			BAL DIFF	-10.7	-8.2	8.0	12.4	-2.2	1.8	2.1	-16.2	7.2	-21.8	8.3	-8.4	7.7	-1.4	17.0	-19.7	0.0	0.0	0.0	0.0	0.0
			Group selected five most important issues and wrote recommendations for all.																				
10	13	57.3	% DIFF	3.1	30.6	-3.6	-16.3	1.2	-1.2	22.5	20.3	-7.0	10.9	-0.6	15.6	-22.5	-2.2	11.6	9.3	-57.3	-57.3	-57.3	-57.3	-57.3
			BAL DIFF	1.5	29.9	-9.4	-10.4	0.8	-0.8	21.6	19.4	0.2	-6.6	4.3	7.6	-20.3	-0.4	-0.3	9.6	0.0	0.0	0.0	0.0	0.0
10	17	22.3	% DIFF	-6.2	10.6	-2.6	8.1	1.7	-1.4	-11.3	1.2	9.8	-3.6	-9.3	-0.8	16.0	-0.3	-2.4	17.7	-22.3	-22.3	-22.3	-22.3	-22.3
			BAL DIFF	-6.8	11.1	-3.9	7.0	1.1	-0.9	-13.8	2.2	12.5	-4.0	-5.4	-5.0	18.8	0.1	-4.4	13.6	0.0	0.0	0.0	0.0	0.0
FYFD, #51			(Text for this exercise has not been released)																				
1	13	77.6	% DIFF	6.3	-10.8	4.7	-2.9	-0.7	0.7	-6.7	-3.8	13.2	2.4	-0.2	1.3	-5.1	2.0	-5.8	-15.6	-29.2	-13.5	-2.9	8.6	-11.5
			BAL DIFF	5.8	-7.3	2.9	-2.6	-0.8	0.8	-3.9	0.9	10.1	3.2	-2.0	-0.3	-2.9	1.0	-1.0	-11.8	-18.2	-10.9	-2.6	7.2	-11.2
1	Ad	70.1	% DIFF	-5.8	-8.9	2.8	7.5	5.1	-8.7	-8.8	-0.2	11.1	-6.8	1.8	2.1	-14.6	1.5	-10.1	-11.1	-6.3	8.9	2.5	4.8	-20.6
			BAL DIFF	-6.1	0.6	2.3	5.1	8.7	-8.3	-5.3	8.1	9.2	-5.2	0.8	3.8	-15.0	1.8	-9.0	-13.2	-3.0	8.8	2.0	1.1	-16.1
*2	13	47.5	% DIFF	10.1	-10.6	2.8	-8.6	0.6	-0.6	-15.5	-13.0	10.9	1.2	3.2	4.7	-8.8	3.8	-16.7	-17.4	-25.9	-20.4	-3.2	10.3	-9.5
			BAL DIFF	7.9	-8.8	0.7	-8.8	0.7	-0.6	-10.7	-3.0	5.9	1.9	0.7	2.3	-2.5	2.8	-10.7	-11.3	-19.8	-17.4	-3.1	8.8	-7.0
*2	Ad	48.9	% DIFF	-8.6	-7.1	1.9	9.4	5.1	-8.7	-7.6	-6.2	17.2	-15.9	1.7	1.1	-11.1	1.9	-10.9	-25.8	-10.8	6.5	2.2	9.8	-13.1
			BAL DIFF	-8.9	-2.6	1.3	7.3	3.9	-3.5	-7.3	-1.3	12.2	-15.2	0.7	3.3	-9.6	1.2	-5.3	-21.8	-6.8	7.8	1.9	5.8	-29.0
3	13	15.2	% DIFF	1.6	-4.8	1.9	-0.1	1.6	-1.5	-10.1	-1.5	5.1	-2.8	-1.8	3.7	-0.6	1.6	-6.7	-8.0	-11.2	-8.5	-3.0	5.3	-2.8
			BAL DIFF	0.7	-2.3	1.0	0.0	1.6	-1.5	-8.1	3.1	2.1	-2.3	-2.3	3.0	0.2	1.2	-4.7	-6.3	-8.5	-7.7	-2.8	8.6	-1.8
3	Ad	30.3	% DIFF	-8.3	-8.9	3.8	8.3	6.7	-6.2	-6.4	-9.0	22.0	-18.9	-2.5	-1.4	-5.7	1.3	-7.8	-15.7	-8.9	-0.8	-2.3	14.5	-21.9
			BAL DIFF	-5.1	-5.1	4.6	8.5	5.8	-4.9	-5.7	-8.6	16.1	-13.3	-2.6	0.2	-3.8	0.3	-0.2	-11.8	-5.3	-0.8	-2.3	10.3	-17.6
*4	13	3.8	% DIFF	1.3	-1.3	-0.6	0.5	0.3	-0.3	-2.7	0.8	2.8	-1.5	0.2	0.2	-0.8	0.3	-0.9	-2.8	-0.2	-3.0	-0.9	1.8	-0.2
			BAL DIFF	1.1	-0.8	-0.8	0.6	0.3	-0.3	-2.0	1.8	1.5	-1.5	-0.2	-0.0	0.0	0.3	-0.6	-2.9	0.6	-2.7	-0.8	1.2	-0.3
*4	Ad	10.8	% DIFF	0.5	-6.9	-0.3	5.0	2.9	-2.7	2.3	0.9	13.8	-5.9	-2.1	-2.8	-6.8	-0.8	5.7	2.0	-6.1	2.3	-1.2	5.6	-3.8
			BAL DIFF	-0.1	-5.6	0.9	3.2	2.0	-1.8	3.3	-1.2	10.9	-7.3	-1.7	-1.8	-8.4	-1.2	9.3	2.5	-8.4	1.9	-0.5	1.7	-3.0
*5	13	0.6	% DIFF	0.3	-0.6	-0.5	0.8	0.1	-0.1	-0.6	-0.6	1.2	-0.8	0.1	-0.2	0.1	0.1	-0.6	-0.6	1.0	-0.6	0.0	0.2	-0.6
			BAL DIFF	0.4	-0.6	-0.6	0.8	0.1	-0.1	-0.3	-0.2	1.0	-0.5	-0.1	-0.3	0.3	0.1	-0.2	-1.2	1.4	-0.4	0.1	0.0	-0.7

#5	Ad	3.7	% DIFF	2.9	-2.0	-1.6	-0.1	0.7	-0.6	-2.0	-2.3	8.0	-2.7	-1.5	-0.4	-3.1	-0.4	4.1	-2.3	-2.8	3.7	-2.1	7.6	-1.7
			BAL DIFF	2.4	-1.9	-0.8	-0.8	0.2	-0.2	-1.6	-3.2	6.9	-3.8	-1.1	-0.1	-1.9	-0.7	5.4	0.3	-1.9	3.6	-1.3	1.4	-4.3

EXER. P52 (Text for this exercise has not been released)

1	11	41.8	% DIFF	3.6	-7.2	0.5	1.9	-1.3	1.2	-3.0	-12.6	10.1	2.5	5.7	-2.9	-2.8	2.3	-9.9	-10.9	-4.0	-14.7	-4.2	7.6	-6.7
			BAL DIFF	3.0	-3.5	-1.1	1.2	-1.5	1.5	0.8	-5.7	5.2	4.6	4.0	-3.9	-2.1	1.7	-6.4	-9.3	-0.7	-11.7	-4.1	6.6	-6.1
1	17	64.8	% DIFF	-2.4	-9.9	3.2	7.4	3.1	-2.8	-3.2	-10.3	7.0	2.4	-0.4	2.0	-1.3	3.0	-12.2	-14.6	-2.6	-19.2	3.3	6.0	-36.6
			BAL DIFF	-3.7	-8.5	3.8	6.8	2.3	-2.1	-2.1	-6.5	2.0	0.9	-1.4	2.1	1.4	1.9	-6.0	-13.7	0.4	-11.2	2.7	4.6	-37.5
1	Ad	56.1	% DIFF	-4.9	1.1	11.1	-7.8	6.0	-5.3	-4.7	-15.0	11.8	-10.3	-1.3	1.1	3.2	2.1	-11.8	-11.9	-10.6	0.3	5.6	12.5	-41.9
			BAL DIFF	-6.3	2.5	11.8	-8.1	5.1	-4.6	-3.9	-6.4	7.5	-1.6	-5.4	3.4	3.7	0.7	-4.5	-2.7	-10.1	2.3	5.3	10.9	-41.1
2	11	37.7	% DIFF	4.1	-10.1	2.8	1.3	-0.4	0.4	-2.1	-14.3	12.7	-0.4	6.5	-3.2	-3.0	3.1	-14.3	-11.0	-2.6	-15.9	-3.6	7.9	-10.0
			BAL DIFF	3.4	-5.9	1.0	0.5	-0.8	0.8	2.4	-5.6	7.5	2.3	4.2	-4.2	-2.6	2.2	-9.8	-8.8	1.5	-11.9	-3.5	6.4	-8.3
2	17	59.6	% DIFF	-1.9	-10.0	2.8	7.4	3.9	-3.5	-5.9	-7.4	4.4	2.5	0.1	3.1	-1.7	2.8	-12.1	-11.8	-7.9	-14.4	2.9	7.2	-35.8
			BAL DIFF	-3.6	-7.8	3.4	6.5	3.0	-2.7	-4.7	-2.9	-1.1	0.7	-1.3	3.3	1.2	1.8	-6.6	-10.3	-5.3	-11.8	2.3	6.0	-36.7
2	Ad	50.9	% DIFF	-1.0	0.6	9.9	-8.2	4.1	-3.7	-4.2	-13.5	10.8	-15.5	1.6	0.7	0.8	2.0	-11.8	-9.4	-10.9	-2.0	3.6	15.3	-39.3
			BAL DIFF	-3.7	2.4	10.1	-9.1	3.1	-2.7	-3.0	-5.0	5.0	-7.6	-1.8	3.0	2.0	0.4	-3.2	0.5	-10.6	-0.9	3.2	14.4	-37.7

EXER. P53 (Text for this exercise has not been released)

1	17	60.7	% DIFF	3.4	-20.2	5.5	6.7	-4.3	4.2	-15.7	-5.7	17.6	0.1	-0.9	5.4	-6.9	1.9	-13.8	-3.8	-14.4	-11.5	2.9	6.4	-8.9
			BAL DIFF	1.5	-18.8	7.0	5.5	-4.9	4.8	-14.2	-3.9	15.5	-1.0	-4.1	5.3	-3.0	1.1	-7.9	-2.9	-11.6	-6.8	2.2	4.3	-7.8
1	Ad	64.7	% DIFF	0.4	-20.2	8.8	1.7	4.4	-4.1	4.0	-5.4	15.1	-1.1	-0.5	-8.2	-3.1	2.5	-14.5	-29.2	-11.0	-0.5	4.7	9.3	-16.4
			BAL DIFF	-0.5	-15.6	9.2	-1.0	2.6	-2.4	5.6	1.1	11.4	0.1	-3.6	-6.5	-0.4	1.5	-6.6	-26.7	-6.8	-1.0	3.4	6.0	-11.3
2	17	17.3	% DIFF	-0.5	-8.6	-0.2	8.8	-2.1	2.1	-11.1	-4.3	16.9	0.8	1.4	-0.0	-6.7	0.4	-6.4	5.4	-4.0	-7.9	-1.3	4.5	16.9
			BAL DIFF	-1.7	-6.9	1.0	7.0	-2.8	2.7	-10.6	-3.5	15.9	-0.4	0.2	0.4	-5.0	0.1	-3.2	4.4	-3.0	-4.0	-1.0	7.5	15.3
2	Ad	28.4	% DIFF	-4.7	-13.8	7.3	6.6	5.3	-4.9	-3.2	-9.4	21.1	-11.8	-3.4	-4.9	-0.1	1.8	-10.5	-22.9	-8.2	-4.3	-2.3	16.2	-18.6
			BAL DIFF	-5.5	-10.7	8.9	3.0	3.7	-3.4	-1.4	-4.1	15.1	-9.9	-4.5	-3.4	2.5	0.6	-0.8	-19.2	-5.6	-4.0	-2.9	12.4	-13.5

EXER. P54 (Text for this exercise has not been released)

1	17	20.9	% DIFF	0.6	-5.3	1.5	1.9	0.4	-0.3	-4.4	-5.5	3.4	-2.7	1.0	1.7	1.5	1.6	-9.6	-3.4	-1.5	-13.4	-1.3	9.1	-14.5
			BAL DIFF	0.1	-3.3	1.9	0.2	-0.2	0.1	-2.8	-2.2	-0.5	-3.0	-0.0	0.9	3.5	0.8	-4.8	-1.8	-0.8	-12.5	-1.5	7.7	-14.4
1	Ad	26.7	% DIFF	4.4	-1.9	-3.6	1.0	1.1	-1.0	-13.4	-3.8	15.6	11.2	-1.5	-7.1	-3.2	1.0	-3.9	-15.5	-9.2	-9.8	1.0	15.6	-16.3
			BAL DIFF	2.7	2.7	-2.4	-2.5	0.6	-0.5	-11.1	2.2	10.4	13.4	-1.5	-6.6	-3.0	0.4	0.6	-14.4	-7.7	-9.1	2.8	13.8	-15.6
2	17	4.6	% DIFF	0.9	1.1	0.3	-2.5	0.5	-0.5	-2.7	-3.0	3.1	-2.1	-0.3	0.7	1.5	0.5	-2.0	-3.7	5.6	-3.4	-0.8	1.3	-4.6
			BAL DIFF	0.8	1.4	0.7	-3.0	0.5	-0.4	-2.4	-2.6	2.8	-1.6	-0.1	0.3	1.4	0.3	-1.1	-2.0	5.3	-3.5	-0.7	1.3	-3.4
2	Ad	8.1	% DIFF	3.7	-5.3	0.2	-0.5	-0.5	0.4	-3.0	-5.5	7.8	5.9	0.1	-5.2	-1.2	0.5	-3.6	-2.6	-5.0	-1.8	2.4	5.8	-3.7
			BAL DIFF	2.9	-2.9	0.5	-2.0	-0.9	0.8	-1.8	-3.0	6.2	5.6	-0.4	-4.7	-0.5	0.1	-0.1	-2.5	-3.5	-3.2	1.8	4.3	-2.8

EXER. P55 (Text for this exercise has not been released)

1	17	15.2	% DIFF	0.9	-0.4	-1.0	0.7	3.8	-3.1	-7.2	2.1	5.3	0.5	0.8	1.1	-3.5	1.6	-9.2	-3.1	-7.9	-9.2	0.2	5.1	-2.3
			BAL DIFF	-0.2	4.1	-1.7	-1.3	1.0	-2.4	-6.4	8.2	2.6	1.0	0.3	-0.6	-2.1	1.5	-9.1	-2.1	-7.8	-8.5	0.5	4.5	-0.3

Reg	Age	Natl Pval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
1	A4	3.5	% DIFF	-0.7	1.9	-1.2	0.8	0.4	-0.4	-2.9	-3.5	4.9	-1.3	-1.5	1.6	-0.2	0.4	-1.5	-3.5	1.8	-1.0	-3.1	2.5	-3.5
			BAL DIFF	-1.0	1.9	-0.8	0.6	0.5	-0.5	-2.9	-2.6	4.4	-0.2	-1.2	1.0	-0.5	0.4	-2.1	-3.4	2.1	-0.8	-3.0	1.6	-2.2
EXER. E56			(Text for this exercise has not been released)																					
1	17	38.5	% DIFF	1.8	-0.4	0.5	-2.1	-1.7	1.6	-0.3	0.0	-1.3	-7.1	4.1	1.2	-0.0	0.4	-2.9	0.3	-10.2	-2.4	-2.9	5.7	-2.8
			BAL DIFF	2.0	0.8	0.3	-3.3	-1.8	1.7	3.2	1.4	-3.8	-7.7	3.3	0.7	0.8	-0.1	-1.2	3.9	-11.3	-3.2	-3.5	6.7	-2.3
1	A4	55.5	% DIFF	-2.1	-2.1	4.8	-2.0	5.8	-5.3	2.9	-23.6	11.8	-10.8	4.6	3.7	-4.9	2.8	-18.9	-19.1	-11.4	-2.1	6.1	13.7	-23.1
			BAL DIFF	-4.5	0.9	5.7	-3.0	5.6	-5.1	5.1	-20.2	8.5	-6.6	2.4	3.3	-2.8	0.6	-2.5	-6.6	-10.6	-0.9	4.8	12.6	-19.7
2	17	30.3	% DIFF	2.8	-2.5	0.3	-1.0	-1.3	1.2	-3.4	-0.3	0.2	-4.4	5.1	-0.4	-0.4	0.9	-6.3	-0.5	-9.7	-5.6	-2.8	6.9	-1.8
			BAL DIFF	2.7	-0.2	-0.0	-2.7	-1.5	1.4	0.9	2.8	-3.5	-5.1	3.8	-1.3	0.9	0.4	-4.2	3.1	-10.1	-5.8	-3.3	7.4	-3.9
2	A4	81.7	% DIFF	-0.7	-6.1	3.0	2.1	2.6	-2.4	-15.4	-18.7	17.3	-10.9	4.9	4.5	-7.2	2.4	-13.8	-14.2	-7.2	-1.0	3.9	9.0	-17.1
			BAL DIFF	-2.8	-4.0	3.9	1.6	2.3	-2.1	-14.2	-16.1	15.8	-9.0	2.8	4.8	-5.6	0.8	-3.6	-7.4	-5.1	0.0	3.2	5.1	-10.8
EXER. P 1 OBJECTIVE: Are aware of the problems of international conflict.																								
			Gave one description of war.																					
1	9	92.6	% DIFF	2.1	-1.7	-0.3	-0.6	1.9	-2.0	-3.4	-14.1	2.8	-2.6	3.4	2.9	-1.8	2.2	-12.5	-7.0	-3.9	-3.9	3.1	3.3	-6.9
			BAL DIFF	1.4	0.1	-1.0	-0.2	2.0	-2.2	-3.0	-7.2	1.3	-1.1	2.2	2.5	-1.8	1.5	-9.0	-3.8	-1.3	-2.4	2.9	2.1	-5.5
EXER. P 2 OBJECTIVE: Are aware of the problems of international conflict and dangers to national security.																								
			Named at least 1 country fighting in the past 12 months.																					
1	13	96.9	% DIFF	0.9	-4.4	1.9	0.5	1.2	-1.2	-5.3	-2.6	2.1	1.5	1.6	0.1	-0.8	1.4	-7.3	-8.8	-7.1	-3.0	0.0	2.1	-5.3
			BAL DIFF	-0.2	-2.8	1.3	0.7	1.2	-1.2	-3.8	3.1	0.4	2.3	0.4	-0.3	-1.0	1.3	-6.5	-8.6	-5.3	-1.6	0.0	1.5	-4.8
1	17	94.3	% DIFF	3.3	-5.6	-1.0	3.0	-2.4	2.2	-6.0	-3.3	4.7	3.9	2.7	-1.5	-1.8	1.6	-10.6	-3.6	-6.1	-2.6	2.7	1.6	-17.0
			BAL DIFF	2.7	-3.8	-1.2	1.8	-3.0	2.7	-8.1	1.0	4.3	3.6	1.1	-2.2	-1.7	1.5	-9.9	-3.0	-5.0	-0.8	3.0	0.4	-17.8
1	A4	98.2	% DIFF	-0.2	-0.1	-0.9	1.6	0.2	-0.2	-0.5	-2.4	-0.1	-1.3	0.4	0.6	0.6	0.4	-2.8	-0.2	0.9	0.8	0.9	0.5	-11.3
			BAL DIFF	0.1	-0.5	-1.4	2.2	0.3	-0.3	-1.0	-0.8	-1.1	-1.0	0.8	0.6	0.6	0.2	-1.7	0.3	1.1	0.8	1.0	0.3	-11.6
			...2 or more...(not in exhibits)																					
2	13	62.2	% DIFF	7.2	-12.9	-0.7	4.3	6.0	-6.3	-11.0	-15.3	12.8	8.2	4.1	-2.3	-2.7	4.1	-21.3	-14.8	-13.0	-15.8	-3.1	8.1	-5.1
			BAL DIFF	4.8	-7.5	-2.1	3.9	5.6	-5.8	-4.1	-1.0	6.9	9.1	-0.0	-3.9	-1.0	1.5	-16.9	-15.8	-7.0	-10.9	-2.6	5.4	-3.8
2	17	78.7	% DIFF	8.2	-11.6	0.1	6.2	-2.2	2.0	-1.6	-9.3	-2.9	-1.8	11.3	0.9	-4.0	4.3	-23.1	-20.9	-20.3	-5.8	3.7	6.4	-23.8
			BAL DIFF	2.8	-6.8	-1.2	5.0	-3.3	3.0	1.7	1.2	-5.9	-1.7	7.3	-1.0	-3.1	3.8	-19.5	-19.7	-17.3	-2.6	3.1	4.6	-25.6
2	A4	83.3	% DIFF	-0.8	-5.4	-0.3	6.3	1.7	-1.5	-14.8	-10.8	4.8	-0.0	3.0	0.3	0.3	2.1	-16.6	-1.3	-6.0	3.0	5.3	2.9	-15.2
			BAL DIFF	-0.8	-3.6	-1.6	6.5	1.9	-1.8	-14.8	-2.6	1.6	0.1	1.8	0.6	2.1	1.5	-13.3	2.8	-3.8	3.4	4.5	1.0	-14.3
			...3 or more...																					
3	13	27.6	% DIFF	3.2	-6.8	1.2	-1.5	6.2	-6.5	-8.7	-10.4	10.4	7.3	-0.4	-1.5	0.0	2.8	-13.7	-13.0	-7.8	-10.0	-1.0	5.5	-11.8
			BAL DIFF	1.7	-3.2	2.2	-1.7	6.2	-6.5	-5.5	0.2	7.8	8.7	-2.8	-2.8	0.0	2.3	-10.3	-11.8	-4.2	-6.9	-0.6	8.2	-11.8
3	17	55.0	% DIFF	8.4	-11.9	0.3	6.0	2.4	-2.2	-12.7	-9.8	3.9	-1.5	9.2	4.2	-4.5	5.1	-25.5	-27.1	-20.3	-11.5	0.1	10.9	-16.9
			BAL DIFF	2.2	-6.3	0.1	3.3	1.8	-1.6	-7.4	2.6	-2.1	-0.7	4.4	2.1	-2.3	4.1	-20.3	-23.3	-16.3	-7.6	-0.3	8.5	-20.6
3	A4	58.3	% DIFF	2.0	-9.9	3.7	0.8	10.8	-10.0	-15.6	-18.6	18.5	2.5	-1.1	3.6	-8.2	2.4	-20.8	3.7	-9.9	0.9	0.6	18.3	-23.7
			BAL DIFF	1.6	-5.5	2.1	-0.3	10.9	-10.1	-16.7	-0.9	6.9	4.5	-1.9	4.8	-5.4	1.5	-15.2	9.3	-7.6	1.6	-1.3	12.6	-21.2

...4 or more...(not in exhibits)																						
4	13	9.8	% DIFF	0.4	-2.4	0.3	1.2	3.6	-3.7	-6.8	-1.4	6.5	3.2	0.0	0.1	-2.4	1.2	-5.9	-4.3	-4.4	-5.2	-1.1	2.9	-3.2
			BAL DIFF	-1.0	0.1	0.1	0.9	3.6	-3.8	-5.4	4.2	4.9	3.7	-0.8	-0.8	-2.6	1.2	-5.7	-4.9	-3.4	-3.6	-0.5	2.2	-4.5
4	17	31.2	% DIFF	5.1	-7.8	-1.6	3.8	2.0	-1.8	-9.5	-6.7	6.6	-3.5	8.6	3.6	-6.5	4.0	-21.7	-17.7	-7.2	-8.9	-1.8	7.4	-13.4
			BAL DIFF	3.4	-3.2	-2.0	2.0	1.0	-0.9	-6.1	3.3	1.7	-2.9	5.2	2.3	-5.0	3.4	-18.8	-14.5	-4.2	-5.5	-1.8	5.2	-16.4
4	A4	34.9	% DIFF	1.9	-3.7	-0.7	1.6	11.1	-10.3	-17.6	-17.5	18.3	2.9	-2.2	3.5	-8.9	2.3	-21.1	8.4	-10.6	2.4	4.6	9.1	-18.6
			BAL DIFF	0.8	1.4	-1.9	0.4	10.8	-10.0	-18.8	-4.8	11.9	5.1	-2.1	3.4	-7.0	1.5	-16.4	13.4	-8.6	3.7	2.8	7.2	-15.2
...5 countries... (not in exhibits)																								
5	13	2.4	% DIFF	1.1	-1.5	-0.2	0.3	0.9	-0.9	-0.0	-0.8	2.8	0.6	-0.1	-0.4	-0.8	0.3	-1.3	-1.9	-2.4	-2.4	-0.4	1.1	0.3
			BAL DIFF	1.0	-0.9	-0.4	0.2	0.8	-0.9	0.8	0.2	2.1	0.5	-0.7	-0.5	-0.4	0.3	-0.9	-2.0	-1.8	-1.3	-0.2	0.8	0.1
5	17	9.2	% DIFF	1.8	-5.3	0.7	-0.3	1.9	-1.7	-6.0	-7.2	8.4	0.0	2.0	3.6	-2.5	1.3	-8.3	-2.5	-8.8	-4.3	-1.1	5.1	-5.7
			BAL DIFF	2.9	-3.4	1.3	-1.9	1.6	-1.8	-4.7	-4.4	2.4	0.5	0.6	3.1	-1.4	0.5	-8.5	1.4	-7.4	-3.2	-1.2	4.3	-6.1
5	A4	16.8	% DIFF	-1.6	-6.8	1.5	6.1	0.7	-8.0	-11.0	-9.9	18.6	6.0	-1.5	-0.6	-8.0	2.2	-11.9	-16.8	-9.0	-0.1	7.0	5.8	-12.3
			BAL DIFF	-2.5	-3.5	0.8	5.8	8.5	-7.9	-11.3	-2.7	11.1	6.8	-2.3	-0.8	-5.7	1.6	-7.7	-15.6	-5.1	-0.9	5.5	1.0	-9.4
Gave at least 1 explanation of what fighting was about in country.																								
6	13	52.8	% DIFF	8.7	-11.7	2.4	-2.1	6.9	-7.2	-11.1	-16.4	13.1	8.1	-0.5	0.9	-1.8	4.7	-23.6	-19.2	-10.2	-17.9	-2.6	10.3	-18.9
			BAL DIFF	6.2	-5.9	0.7	-2.3	6.7	-7.0	-8.4	1.1	7.7	10.6	-5.3	-1.3	-0.7	3.8	-18.6	-16.6	-9.0	-13.8	-2.3	8.4	-17.0
6	17	66.3	% DIFF	8.3	-11.0	-3.3	10.2	1.3	-1.2	-6.4	-19.7	6.6	8.4	10.1	1.3	-6.9	5.0	-30.6	-16.2	-13.2	-14.2	3.3	8.8	-32.4
			BAL DIFF	2.6	-8.8	-4.1	7.4	-0.0	0.0	-0.9	-6.6	1.2	4.3	5.3	-0.1	-5.5	4.1	-24.9	-13.4	-10.1	-9.1	3.2	5.8	-34.4
6	A4	76.8	% DIFF	3.2	-10.9	-1.1	7.0	6.0	-5.5	-25.0	-22.3	15.2	-0.8	4.4	1.3	-5.9	3.4	-27.4	-11.7	-12.5	1.2	5.6	12.0	-22.4
			BAL DIFF	2.4	-6.3	-3.2	6.8	6.8	-5.9	-24.3	-7.4	8.3	-0.5	2.5	2.3	-2.6	2.7	-19.9	-6.3	-7.6	2.7	3.3	7.9	-19.6
...7 or more...(not in exhibits)																								
7	13	26.7	% DIFF	3.9	-11.4	4.3	0.5	6.5	-6.8	-8.8	-14.4	16.8	3.8	3.1	-6.3	0.4	3.4	-17.4	-12.9	-12.6	-11.1	-2.4	7.5	-9.0
			BAL DIFF	2.8	-7.2	1.0	-0.4	6.6	-6.8	0.1	-3.3	12.5	3.9	-0.2	-7.3	1.5	2.4	-11.9	-10.9	-6.8	-8.5	-2.0	5.4	-7.7
7	17	44.6	% DIFF	8.8	-10.8	-1.6	7.6	3.2	-2.9	-15.3	-15.8	6.0	1.1	11.3	7.1	-9.1	5.2	-29.6	-20.4	-15.9	-15.6	3.4	9.6	-19.0
			BAL DIFF	1.8	-3.9	-1.8	4.2	2.2	-2.0	-10.5	-2.6	0.3	1.8	6.4	5.5	-7.8	4.1	-23.9	-14.9	-12.0	-10.4	3.3	6.5	-22.4
7	A4	54.9	% DIFF	2.3	-11.6	-0.8	8.3	8.9	-8.3	-17.1	-20.4	17.6	-3.5	8.6	1.0	-12.0	2.8	-22.6	-0.1	-14.0	-1.5	4.5	14.1	-12.9
			BAL DIFF	1.0	-5.8	-2.8	7.8	9.2	-8.5	-16.5	-8.6	10.9	-4.2	3.7	2.1	-7.9	1.5	-14.0	5.4	-9.9	-1.0	2.5	10.8	-10.4
...3 or more...																								
8	13	10.6	% DIFF	3.9	-5.6	3.5	-3.6	1.8	-4.0	-2.2	-5.0	5.9	4.8	1.1	-2.3	-0.9	1.5	-7.4	-6.8	-2.4	-4.8	-2.7	4.1	-4.6
			BAL DIFF	3.3	-4.0	3.3	-4.1	1.9	-4.0	0.3	-0.1	4.3	4.9	-0.6	-3.0	-0.2	4.1	-5.1	-5.3	0.6	-1.9	-2.9	1.4	-4.2
8	17	24.4	% DIFF	2.3	-3.6	-1.3	2.6	1.1	-2.8	-9.5	-17.9	13.4	0.2	5.0	7.7	-9.2	3.4	-19.9	-12.8	-6.2	-13.1	-2.7	9.4	-7.4
			BAL DIFF	0.3	0.9	-0.8	-0.1	2.4	-2.2	-7.0	-9.2	8.3	1.3	2.5	6.7	-8.1	2.3	-18.9	-5.4	-4.6	-9.0	-2.3	6.9	-8.1
8	A4	31.5	% DIFF	1.9	-8.0	-2.2	7.6	9.4	-8.7	-13.0	-14.6	12.6	-5.2	5.5	2.8	-13.3	2.5	-23.1	9.4	-10.7	0.5	1.9	12.8	-17.4
			BAL DIFF	1.5	-2.5	-4.8	7.1	10.0	-9.3	-13.8	-1.2	8.6	-5.1	5.7	3.7	-10.4	1.6	-17.8	15.2	-7.7	0.9	0.2	10.7	-16.1
...4 or more...(not in exhibits)																								
9	13	3.3	% DIFF	1.6	-2.1	0.6	-0.6	0.8	-0.8	-1.4	-1.5	3.5	4.2	0.5	-1.3	-1.6	0.5	-2.5	-2.6	-1.3	-3.1	-0.8	2.1	-2.8
			BAL DIFF	1.2	-0.7	0.3	-1.0	0.8	-0.8	-0.5	0.9	2.7	4.6	-0.3	-1.5	-1.4	0.5	-2.2	-2.1	-2.1	-2.1	-0.6	1.7	-3.5
9	17	10.9	% DIFF	3.8	-0.8	-1.6	-1.3	1.3	-1.2	-3.4	-9.2	6.1	-1.2	4.5	4.7	-6.9	1.7	-10.5	-5.6	1.7	-6.9	-3.2	4.9	-8.8
			BAL DIFF	2.9	1.6	-1.5	-2.6	1.0	-0.9	-2.6	-4.4	2.8	-0.5	1.6	3.9	-6.1	1.2	-8.4	-0.9	2.4	-5.2	-3.0	1.8	-8.4
9	A4	16.4	% DIFF	-2.5	0.7	-1.7	5.2	10.2	-9.4	-11.1	-6.0	9.3	-5.7	0.9	4.2	-7.8	2.0	-13.1	-10.0	-9.0	9.5	2.8	3.4	-13.7
			BAL DIFF	-1.5	3.1	-4.1	5.1	10.2	-9.5	-12.0	1.0	5.5	-5.0	1.3	3.3	-6.5	1.8	-12.5	-5.5	-6.6	8.9	1.3	2.2	-11.2

Pos	Age	Natl Eval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff	Rest Of Sub	Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
...5 explanations... (not in exhibits)																									
10	13	1.0	% DIFF	1.1	-1.0	0.1	-0.4	0.1	-0.1	0.9	-0.8	1.6	-0.4	0.2	-0.1	-1.0	0.2	-1.0	-0.5	-1.0	-1.0	0.0	0.5	-1.0
			BAL DIFF	1.0	-0.7	-0.0	-0.4	0.1	-0.1	1.3	0.2	1.5	-0.3	-0.2	-0.2	-0.8	0.1	-0.8	-0.8	-0.7	-0.7	0.1	0.3	-1.0
10	17	3.7	% DIFF	1.8	-2.8	1.2	-1.1	0.4	-0.3	-2.8	-3.3	4.0	-0.0	-0.5	3.2	-2.5	0.6	-3.7	-1.1	-3.7	-2.6	-1.5	3.2	-3.7
			BAL DIFF	1.3	-2.0	1.6	-1.9	0.3	-0.3	-2.4	-2.0	2.9	0.3	-1.1	2.9	-1.9	0.1	-1.9	1.6	-3.1	-2.0	-1.4	2.8	-3.7
10	All	7.3	% DIFF	-2.7	-3.2	1.4	4.5	4.5	-4.2	-6.7	-5.7	6.4	-2.6	1.9	-1.7	-2.1	1.2	-7.3	-7.3	-5.0	1.3	3.2	2.7	-6.1
			BAL DIFF	-2.9	-1.5	0.3	4.8	4.6	-4.2	-7.0	-2.4	4.9	-2.5	1.7	-1.9	-0.8	0.7	-4.2	-5.3	-1.0	0.7	2.6	1.1	-4.5

PKFR. P 3 OBJECTIVE: Are aware of conflicting interests among nations as obstacles to peace. Understanding that law and goodwill can help prevent conflict between nations.

Gave 1 or more reasons why countries have wars.																									
1	9	71.2	% DIFF	4.9	-4.7	-0.6	2.9	2.7	-2.7	-8.8	-15.6	9.2	-3.0	6.3	-0.7	-1.6	2.9	-13.8	-12.8	-23.6	-15.1	-1.3	11.7	-11.1
			BAL DIFF	3.2	-5.1	-1.5	3.0	2.3	-2.3	-5.1	-6.7	4.8	-2.1	4.6	-1.5	-1.0	1.5	-6.5	-8.6	-18.8	-11.9	-1.4	10.4	-10.1
Named 1 or more ways to keep countries from having wars.																									
2	9	59.6	% DIFF	1.4	-4.3	1.6	-1.7	2.6	-2.6	-4.7	-4.0	1.6	-4.8	4.7	-0.9	-0.9	3.0	-14.0	-14.7	-0.9	-6.6	0.4	6.4	-9.5
			BAL DIFF	2.6	-2.1	0.2	-1.1	2.4	-2.4	-2.8	8.7	0.4	-2.6	3.2	-2.4	-1.5	2.9	-13.6	-13.4	3.6	-3.7	0.1	5.3	-8.7
...2 or more ways... (not in exhibits)																									
3	9	21.2	% DIFF	4.1	-1.7	0.6	-3.4	4.5	-4.5	8.4	-2.8	0.6	-6.1	-1.8	1.0	1.0	1.5	-7.7	-6.2	-1.7	-2.7	-1.3	4.4	-5.1
			BAL DIFF	5.6	-2.1	-0.6	-3.0	4.4	-4.5	10.3	3.7	-1.6	-5.2	-3.2	0.4	1.4	1.5	-8.1	-8.1	0.0	-1.1	-2.0	3.8	-4.0
...3 ways...																									
4	9	8.9	% DIFF	3.2	-0.1	-0.6	-2.3	1.2	-1.2	-1.3	-2.8	1.7	-1.3	0.3	1.4	-0.9	0.5	-2.3	-3.0	-2.9	0.1	0.5	1.9	-3.6
			BAL DIFF	3.2	0.3	-0.7	-2.5	1.2	-1.2	-0.8	-0.8	0.8	-0.7	0.0	1.1	-0.9	0.3	-1.7	-0.3	-2.3	0.9	0.3	1.8	-3.3
Gave at least 1 reason why countries have war and 1 way to keep countries from having wars. (not in exhibits)																									
5	9	47.8	% DIFF	7.8	-6.9	-1.5	-0.1	2.9	-2.9	-9.4	-11.3	8.6	-6.5	5.6	-1.1	0.3	3.4	-16.5	-15.1	-10.4	-11.5	0.8	9.4	-12.5
			BAL DIFF	6.5	-4.2	-2.8	0.3	2.8	-2.8	-5.5	1.4	4.0	-4.7	3.8	-2.6	0.5	2.6	-12.4	-11.7	-4.4	-7.7	0.4	8.0	-11.1

PKFR. P 4 OBJECTIVE: Seek world peace.

Named 1 or more ways to avoid future wars.																									
1	13	77.0	% DIFF	-1.0	-5.8	5.9	-1.3	2.2	-2.2	-6.3	-7.0	10.8	4.7	1.5	-4.3	0.7	2.6	-13.0	-9.6	-9.6	-11.2	-6.3	8.8	-6.9
			BAL DIFF	-1.5	-1.5	4.1	-1.9	2.1	-2.1	-3.7	2.1	6.4	5.5	0.7	-5.2	0.5	2.1	-10.6	-7.6	-6.1	-10.0	-5.7	7.7	-6.2
1	17	87.9	% DIFF	2.6	0.4	-4.5	2.8	0.1	-0.1	2.1	-8.0	-0.3	3.0	4.5	-1.7	-1.4	2.3	-13.8	-2.8	-11.2	-1.1	2.0	2.6	-85.3
			BAL DIFF	1.2	3.6	-4.9	1.9	-0.6	0.5	3.1	-1.2	-3.4	4.2	3.2	-2.6	-1.6	2.5	-15.3	-2.0	-10.0	-0.1	1.9	2.0	-85.2
1	All	66.0	% DIFF	-4.2	-4.5	6.7	0.9	-3.1	2.8	3.1	-9.9	3.6	0.8	-3.6	0.2	6.3	1.6	-8.7	-10.2	-2.2	-0.3	5.3	2.8	-29.5
			BAL DIFF	-4.8	-3.8	6.5	1.1	-3.5	3.1	2.3	-6.0	3.7	6.4	-6.7	0.5	7.3	1.2	-5.6	-10.0	-2.4	0.7	5.1	2.5	-29.2
...2 or more ways... (not in exhibits)																									
2	13	39.1	% DIFF	2.5	-5.0	5.1	-4.3	2.4	-2.1	-7.1	-12.3	16.5	-4.8	-3.0	-1.4	4.5	2.9	-15.0	-9.6	-16.3	-14.2	-4.8	9.2	-9.1
			BAL DIFF	2.9	-1.9	3.4	-5.4	2.5	-2.5	-3.9	-4.4	12.7	-4.2	-4.5	-2.7	5.4	1.6	-9.3	-3.0	-13.1	-13.6	-4.0	7.9	-6.1
2	17	63.2	% DIFF	0.8	-4.8	-1.6	5.8	3.2	-2.9	2.8	-7.1	-0.9	-1.5	6.1	-3.9	1.5	2.8	-17.6	-1.7	-10.6	-10.4	-0.6	8.3	-36.0
			BAL DIFF	-0.9	-1.0	-2.1	4.8	2.3	-2.1	5.1	1.6	-7.6	-2.0	4.4	-4.8	3.3	2.7	-16.3	-2.6	-10.0	-9.4	-1.0	7.9	-35.8
2	All	85.1	% DIFF	1.1	-7.2	5.9	-4.7	0.9	-0.8	-2.8	-7.9	10.8	4.5	-7.1	1.8	2.4	1.6	-7.8	-13.1	-10.7	-2.6	8.7	10.1	-36.1
			BAL DIFF	1.9	-5.3	6.8	-5.6	-0.3	0.3	-1.0	-0.8	5.9	12.3	-10.6	3.4	5.6	1.0	-3.9	-10.8	-10.8	-1.8	8.4	10.3	-35.9

...3 or more ways...

1	13 11.8	% DIFF	0.3	-1.9	2.0	-1.0	2.1	-2.0	-2.6	-3.0	1.7	-2.5	-0.7	-1.1	3.8	1.1	-6.5	-2.4	-7.9	-4.9	-3.5	8.3	-1.4
		BAL DIFF	0.6	-0.9	1.3	-1.3	2.1	-2.1	-0.7	0.6	-0.8	-2.6	-1.8	-1.4	4.2	0.8	-5.1	-0.2	-7.5	-5.5	-3.3	4.1	0.0
1	17 32.8	% DIFF	3.2	-8.2	-0.1	5.0	5.8	-5.2	-6.3	-6.1	2.4	3.6	4.5	0.4	-3.3	1.8	-16.7	10.0	-6.9	-18.3	0.1	8.4	-18.5
		BAL DIFF	0.8	-3.8	0.0	2.6	5.1	-8.5	-5.0	1.1	-1.4	2.6	2.1	0.2	-0.6	1.3	-13.5	10.6	-5.8	-12.4	0.3	7.4	-21.9
1	44 24.9	% DIFF	2.3	-5.3	5.4	-8.4	3.4	-3.1	-2.3	-7.6	11.0	6.7	-5.8	-0.3	-1.1	1.3	-8.8	-8.5	-10.7	-8.0	5.9	10.5	-17.6
		BAL DIFF	0.5	-2.5	6.8	-6.1	2.0	-1.8	-1.1	-1.0	7.6	12.7	-8.5	1.5	0.9	0.8	-5.6	-1.0	-10.1	-2.5	5.8	9.4	-19.0

...4 or more ways... (not in exhibits)

4	13 2.6	% DIFF	-0.5	0.1	-0.5	1.0	0.3	-0.3	-2.6	-1.1	3.4	0.2	-0.1	0.0	-0.5	0.4	-1.7	-2.6	-2.6	-1.7	-0.1	0.5	1.7
		BAL DIFF	-0.8	0.8	-0.6	0.9	0.2	-0.2	-2.4	0.2	2.8	0.1	0.0	-0.1	-0.6	0.4	-1.6	-1.0	-1.8	-1.5	-0.1	0.3	1.6
4	17 12.5	% DIFF	3.2	-5.3	-1.5	3.3	2.0	-1.8	-4.3	-3.4	5.0	4.8	3.2	-2.1	-3.6	0.4	-8.7	12.9	-7.2	-6.9	-1.3	5.6	-6.6
		BAL DIFF	1.5	-1.2	-1.1	0.9	1.7	-1.5	-3.3	0.4	2.0	4.2	1.6	-2.0	-2.2	0.1	-7.3	13.1	-6.9	-5.9	-0.9	4.8	-10.4
4	44 8.8	% DIFF	3.1	-5.1	3.4	-3.3	2.6	-2.4	-1.1	-0.8	8.7	2.7	-1.4	-4.2	-1.7	0.5	-0.3	-8.8	-5.2	-0.7	4.8	2.6	-7.0
		BAL DIFF	1.9	-3.8	4.0	-3.7	1.8	-1.5	-0.5	0.4	7.2	5.3	-2.6	-3.6	-0.8	0.3	1.3	-8.4	-4.1	0.4	4.2	1.3	-6.8

EXP?. P 5 OBJECTIVE: Seek world peace.

Stated that rights to Mars should be settled by international agreement.

1	9 88.9	% DIFF	2.0	-5.3	0.3	1.9	1.8	-1.8	-1.5	-15.0	7.8	-2.8	2.8	-4.3	5.2	2.7	-16.5	-5.2	-1.6	-11.7	2.5	7.6	-12.4
		BAL DIFF	1.6	-3.2	-0.6	1.8	1.6	-1.6	-1.7	-4.8	4.4	-1.5	1.7	-5.4	5.1	1.7	-11.3	-2.1	2.1	-9.2	2.2	6.6	-11.4
1	13 75.5	% DIFF	3.1	-10.1	8.1	0.7	1.3	-1.3	-6.8	-14.0	6.2	6.7	0.8	1.6	-1.7	3.5	-13.9	-18.8	2.6	-13.9	-0.1	5.3	-10.8
		BAL DIFF	2.7	-7.6	2.1	1.5	0.8	-0.9	-2.9	-3.4	2.7	10.6	-2.2	0.2	-2.0	2.8	-9.5	-18.1	6.8	-9.3	0.0	1.8	-14.0

EXP?. P51 (Text for this exercise has not been released)

1	9 68.2	% DIFF	-0.5	-2.1	2.0	-0.2	0.3	-0.3	-5.2	-5.6	-1.1	-0.8	2.8	4.8	-3.5	1.9	-7.3	-12.7	-5.9	-13.8	1.7	4.6	-4.9
		BAL DIFF	-1.6	-0.6	1.1	0.6	0.2	-0.3	-3.8	1.5	-3.3	1.0	1.1	4.8	-4.0	1.6	-5.7	-11.1	-3.1	-12.4	1.4	1.9	-4.2
1	13 79.8	% DIFF	3.7	-8.6	3.3	-0.3	-2.5	2.4	-1.1	-5.1	6.7	0.5	-1.8	2.4	-2.4	1.7	-10.7	-1.6	-5.7	-14.8	-1.1	5.8	-6.5
		BAL DIFF	3.2	-5.5	2.0	-0.9	-2.2	2.2	1.6	1.0	3.1	0.1	-3.2	1.2	-0.7	1.2	-7.9	-0.5	-3.6	-12.8	-1.0	4.9	-5.0

EXP?. P52 (Text for this exercise has not been released)

1	9 41.0	% DIFF	4.8	-4.9	0.3	-1.2	4.8	-4.9	-12.7	-17.4	8.1	-7.1	0.5	4.5	1.1	1.8	-16.2	-20.3	-9.6	-5.0	0.5	5.5	-7.4
		BAL DIFF	4.0	-4.1	-0.4	-0.1	5.0	-5.0	-9.9	-6.6	5.4	-5.5	-1.5	3.4	3.0	2.8	-11.2	-16.4	-3.5	-1.5	-0.3	1.6	-5.8
2	9 88.3	% DIFF	3.0	-3.8	1.9	-2.6	1.0	-1.1	-6.9	-10.9	5.0	-9.0	0.3	5.5	0.5	3.0	-10.2	-21.5	-13.2	-6.1	0.8	3.7	-3.7
		BAL DIFF	1.9	-3.1	1.4	-1.1	1.0	-1.0	-4.8	-2.2	3.0	-8.0	-1.3	4.8	0.1	2.3	-7.8	-17.6	-9.4	-3.9	-0.1	2.4	-1.7
3	9 76.5	% DIFF	5.6	-3.1	0.5	-3.4	4.0	-4.1	-10.1	-17.4	5.3	-9.8	2.0	6.7	0.5	4.6	-20.2	-24.7	-7.4	-13.6	-0.7	8.3	-8.6
		BAL DIFF	4.3	-1.1	-0.7	-2.4	4.0	-4.0	-7.3	-2.2	1.0	-7.3	-0.1	5.2	0.0	3.8	-16.9	-19.1	-2.3	-10.1	-1.8	6.5	-5.9

EXP?. P53 (Text for this exercise has not been released)

1	13 74.1	% DIFF	6.6	-5.4	-1.2	-1.0	1.6	-1.5	-14.0	-8.2	7.3	-2.9	7.1	0.2	-2.9	2.7	-10.9	-12.0	-16.2	-11.7	-1.7	6.9	-15.1
		BAL DIFF	4.9	-2.4	-0.8	-2.3	1.5	-1.4	-9.8	-1.1	4.7	0.6	4.8	-1.7	-1.9	1.5	-6.3	-6.5	-12.3	-9.5	-1.4	6.0	-15.0
1	17 85.0	% DIFF	4.1	-8.7	3.8	-0.2	2.7	-2.3	-5.5	-6.2	7.2	2.2	3.6	-0.6	-1.6	4.6	-25.5	3.1	-0.1	-10.0	2.9	3.6	-17.3
		BAL DIFF	1.8	-2.7	2.2	-2.0	1.5	-1.3	-5.1	7.2	2.7	4.5	-2.0	-2.8	-1.2	4.6	-25.9	3.5	1.3	-6.6	3.1	1.4	-16.7

Sex	Age	Natl Prvl		REGION				SEX		SIZE AND TYPE OF COMMUNITY						COLOR			PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown
1	Ad	79.7	% DIFF	4.8	-9.8	-0.0	2.7	-2.3	2.1	-3.0	-0.4	11.6	-8.6	1.2	-6.5	3.2	3.7	-23.1	-18.0	-8.2	4.6	-0.8	13.4	-27.6
			BAL DIFF	2.5	-6.2	-0.1	2.4	-2.4	2.2	0.6	8.6	5.5	-5.7	-3.3	-4.3	5.1	3.0	-18.0	-16.0	-5.5	3.9	-1.5	10.4	-23.0
PXPR. P54				(Text for this exercise has not been released)																				
1	13	65.3	% DIFF	4.8	-6.6	0.6	0.0	2.0	-1.9	-10.9	-7.4	10.5	1.0	-3.0	1.7	1.3	3.8	-17.5	-14.4	-7.3	-10.8	-2.3	6.1	-9.3
			BAL DIFF	4.5	-3.0	-1.8	0.1	1.9	-1.9	-5.9	5.7	6.1	4.3	-6.1	0.3	0.5	3.7	-16.4	-15.1	-6.9	-6.7	-2.3	5.0	-8.8
1	17	78.1	% DIFF	2.8	-12.9	4.1	3.8	-2.9	2.5	-11.9	-9.0	12.1	-5.8	11.6	0.5	-3.8	5.0	-24.3	-9.1	-8.4	-17.4	3.0	9.0	-12.3
			BAL DIFF	-0.9	-7.6	4.1	2.6	-4.3	3.7	-11.6	2.9	7.7	-3.7	8.4	-0.0	-2.2	4.1	-18.6	-11.1	-6.2	-13.3	3.3	6.4	-14.7
1	Ad	93.4	% DIFF	4.2	-8.5	2.5	0.5	1.2	-1.0	1.4	3.0	6.6	-3.5	-0.5	-1.0	-3.3	2.4	-12.0	-7.7	-3.3	0.3	-0.7	6.0	-11.8
			BAL DIFF	3.6	-6.9	2.1	-0.2	1.8	-1.6	0.9	10.6	5.3	-3.0	-3.4	-1.2	-2.7	2.4	-11.7	-10.3	-1.0	0.9	-2.0	3.8	-9.8
*2	13	33.9	% DIFF	-0.3	-4.9	4.1	-0.1	2.3	-2.3	-4.6	-12.0	11.6	-0.4	-2.3	1.5	0.4	3.2	-13.5	-14.7	-7.9	-15.3	-3.4	7.8	-9.1
			BAL DIFF	-0.4	-1.3	2.0	-0.7	2.3	-2.2	-0.9	-2.1	7.2	2.0	-8.2	0.9	-0.6	2.5	-10.8	-11.4	-6.9	-12.3	-3.3	6.7	-7.2
*2	17	57.3	% DIFF	2.6	-11.0	3.9	2.6	-1.8	1.2	-10.4	-6.2	8.5	-1.5	8.9	6.2	-9.2	5.2	-22.6	-18.4	-14.1	-24.0	3.3	13.1	-3.7
			BAL DIFF	-1.5	-8.4	3.8	0.8	-3.0	2.6	-8.4	7.6	2.0	0.8	1.3	4.8	-7.3	4.4	-18.1	-19.5	-12.7	-20.6	3.7	11.0	-5.8
*2	Ad	80.6	% DIFF	3.8	-13.1	6.0	0.4	1.1	-0.9	1.8	-10.1	10.8	-17.7	2.6	6.6	-6.7	5.5	-29.6	-7.6	-11.8	2.5	6.1	11.7	-33.0
			BAL DIFF	2.2	-8.0	4.0	-0.3	1.3	-1.1	1.6	7.5	5.1	-15.3	-3.9	6.5	-5.2	4.6	-28.1	-9.4	-7.7	1.6	3.7	8.7	-27.3
3	13	14.0	% DIFF	-0.1	-0.7	1.1	-0.5	1.9	-1.8	-4.7	-4.9	6.9	2.3	-1.1	-0.3	0.2	1.6	-6.6	-8.4	4.6	-10.4	-1.4	3.7	-4.7
			BAL DIFF	-0.4	1.5	-0.0	-0.9	1.7	-1.7	-2.8	0.6	5.2	4.0	-1.9	-0.9	-0.7	1.4	-5.9	-6.6	5.1	-8.6	-1.3	3.3	-4.9
3	17	34.3	% DIFF	3.4	-12.4	7.7	-1.7	-0.1	0.1	-8.3	-6.5	8.8	-2.4	5.1	0.3	-0.9	4.3	-20.5	-8.1	-17.2	-14.8	3.1	9.8	1.3
			BAL DIFF	1.2	-7.5	7.4	-3.5	-1.5	1.3	-6.0	2.8	4.0	-1.2	-1.7	0.6	0.8	3.3	-15.8	-7.0	-15.8	-12.4	3.3	8.1	2.2
3	Ad	52.9	% DIFF	4.7	-17.0	6.8	2.7	2.6	-2.2	5.6	-16.2	12.5	-9.3	3.8	5.3	-9.8	4.2	-22.5	-6.2	-15.6	-1.1	3.6	21.1	-31.6
			BAL DIFF	5.0	-13.1	5.5	2.6	3.2	-2.7	6.1	-5.8	5.5	-10.1	-1.3	5.7	-5.2	2.1	-10.4	-8.4	-11.8	-1.3	0.5	16.6	-26.6
*4	13	4.0	% DIFF	-0.2	0.5	-0.0	-0.2	1.1	-1.1	-0.6	-1.3	2.2	-0.8	1.2	-1.7	0.6	0.5	-2.0	-3.0	1.0	-3.2	-0.7	0.9	1.2
			BAL DIFF	-0.3	1.3	-0.5	-0.3	1.0	-1.0	0.1	0.4	1.7	-0.3	1.0	-1.8	0.3	0.5	-2.2	-2.5	1.2	-2.7	-0.8	0.8	1.2
*4	17	15.2	% DIFF	-0.0	-5.2	3.2	0.8	1.2	-1.0	-1.2	-3.5	7.3	-0.9	-2.3	3.0	-0.6	2.4	-11.4	-5.3	-8.5	-7.3	0.8	4.9	10.3
			BAL DIFF	-0.8	-3.2	3.3	-0.3	0.3	-0.2	-0.2	2.0	4.0	-0.4	-5.4	2.9	0.2	2.1	-9.8	-5.0	-8.2	-6.1	1.2	4.0	9.4
*4	Ad	28.2	% DIFF	5.6	-16.1	6.1	1.7	1.9	-1.6	1.8	-6.0	9.6	-3.5	1.8	0.5	-6.1	2.5	-11.8	-13.1	-11.0	0.8	0.8	11.8	-12.9
			BAL DIFF	4.7	-15.0	5.8	1.9	2.8	-2.4	4.6	-1.6	6.9	-5.1	-2.3	0.4	-2.0	1.0	-3.0	-15.6	-8.1	1.7	-1.5	11.5	-10.2
*5	13	0.9	% DIFF	0.4	0.3	-0.5	-0.1	0.5	-0.5	-0.9	-0.9	1.5	0.2	0.7	-0.6	-0.2	0.2	-0.9	-0.5	-0.9	-0.9	-0.5	0.4	1.4
			BAL DIFF	0.3	0.8	-0.6	-0.3	0.5	-0.5	-0.6	-0.5	1.1	0.1	0.7	-0.6	-0.2	0.2	-0.9	-0.1	-0.9	-0.6	-0.5	0.4	1.3
*5	17	3.1	% DIFF	0.3	-1.3	1.1	-0.4	0.3	-0.3	1.4	-1.6	0.4	-1.2	-0.8	1.7	0.1	0.8	-3.1	-3.1	-3.1	-1.0	1.3	0.4	2.2
			BAL DIFF	0.2	-1.1	1.1	-0.5	-0.0	0.0	1.7	-0.4	-0.0	-1.0	-1.7	1.8	0.2	0.6	-2.6	-2.6	-3.3	-0.6	1.3	0.3	2.4
*5	Ad	11.7	% DIFF	6.3	-5.5	-2.5	3.1	2.3	-1.9	-1.1	-1.4	8.2	-1.1	-8.7	5.2	-5.7	1.2	-4.9	-11.7	-6.5	-0.1	-0.9	8.3	3.5
			BAL DIFF	5.9	-4.9	-2.2	2.4	2.8	-2.3	-0.8	1.0	6.0	-3.1	-5.7	5.4	-4.0	1.0	-2.9	-16.1	-4.6	-1.2	-1.5	7.0	6.0
PXEP. P55				(Text for this exercise has not been released)																				
1	Ad	96.0	% DIFF	-1.1	-3.4	1.5	2.2	-0.4	0.3	-2.3	-2.2	4.0	2.1	-0.9	-0.6	-1.1	0.8	-7.4	3.6	-0.8	-2.2	3.3	2.7	-17.5
			BAL DIFF	-1.3	-2.0	1.3	1.6	-0.4	0.4	-1.8	1.8	2.5	1.9	-1.4	-0.6	-0.6	0.6	-5.3	2.4	-0.2	-1.5	2.6	2.0	-15.9

EXPR. G 1 OBJECTIVE: Recognize major civic problems facing most of the world.

Do people die from hunger these days? Yes.

1	9	73.5	% DIFF	3.6	-7.4	3.6	-2.3	-1.4	1.6	-7.3	-9.8	4.9	2.9	4.1	-0.9	-3.1	2.0	-6.8	-12.8	-8.3	2.3	-1.7	3.8	-1.6
			BAL DIFF	2.1	-5.9	2.7	-0.8	-1.6	1.9	-2.8	-5.0	3.0	4.6	2.3	-0.8	-3.2	1.5	-3.3	-12.3	-5.2	5.4	-1.6	2.3	-1.4
1	11	90.5	% DIFF	4.1	-5.9	2.0	-1.8	-1.1	1.1	-8.8	-9.6	5.6	-2.2	1.6	3.0	-0.1	3.6	-13.1	-17.0	-17.0	-7.1	1.8	3.1	-8.9
			BAL DIFF	2.3	-2.7	0.0	-0.1	-1.3	1.2	-3.4	-2.5	2.8	-0.1	-1.1	1.8	-0.0	3.0	-10.2	-14.8	-11.5	-4.9	1.0	2.0	-1.4
1	A4	93.1	% DIFF	1.6	-8.2	3.4	2.1	-1.8	1.5	-8.0	-8.9	2.5	-11.3	2.8	4.5	-1.3	3.7	-15.2	-34.8	-7.2	3.9	3.7	1.9	-9.2
			BAL DIFF	0.6	-6.1	1.5	4.5	-1.7	1.4	-2.6	1.7	0.5	-11.3	-1.0	4.3	-0.4	3.3	-12.1	-37.8	-4.7	2.7	2.4	2.8	-6.1

EXPR. G 2 OBJECTIVE: Recognize important civic problems.

Which is among the greatest problems of our large cities? (mc)
Slums are growing.

1	17	82.9	% DIFF	4.5	-9.6	5.8	-2.1	1.9	-1.8	3.3	-4.8	6.7	3.4	1.7	-1.5	-4.7	2.8	-13.1	-6.1	-19.1	-1.7	2.0	3.4	9.7
			BAL DIFF	4.4	-6.3	3.8	-3.0	1.2	-1.2	5.8	0.6	5.1	2.5	-1.7	-2.1	-3.7	2.4	-11.1	-6.0	-16.9	0.5	2.4	1.8	12.9
1	A4	78.6	% DIFF	7.0	-7.8	-1.3	-0.7	3.8	-3.5	-15.1	-13.6	17.4	5.8	-1.5	-2.4	-1.0	1.5	-5.0	-23.9	-10.7	-0.2	7.9	8.5	-23.8
			BAL DIFF	6.3	-6.4	-0.9	-1.7	3.6	-3.3	-12.4	-6.1	12.4	4.6	-3.2	-0.8	0.8	0.7	-0.9	-16.9	-7.9	0.1	7.6	5.3	-22.2

EXPR. G 3 OBJECTIVE: Recognize important civic problems.

Which is among the greatest problems of our large cities? (mc)
Inadequate transportation.

1	17	38.9	% DIFF	7.5	-2.6	-5.8	1.9	8.4	-3.8	-8.7	-13.3	8.2	0.6	5.0	-0.3	0.2	2.0	-18.6	1.8	-10.6	-9.3	-1.6	6.6	6.1
			BAL DIFF	5.9	1.5	-5.7	-0.3	3.8	-1.3	-7.1	-6.1	4.4	0.2	3.1	-1.9	1.6	1.3	-10.0	2.5	-9.9	-7.6	-0.4	4.9	5.8
1	A4	85.4	% DIFF	8.8	-15.8	0.2	2.9	8.6	-7.9	-9.9	-6.2	7.0	-1.8	0.2	4.5	-3.4	2.9	-25.1	1.9	-16.2	-1.4	9.5	14.5	-16.8
			BAL DIFF	5.6	-10.8	1.2	-0.1	7.6	-7.0	-6.6	-0.2	0.1	-1.8	-2.3	5.5	0.8	1.3	-14.4	8.9	-13.2	-2.3	7.5	12.9	-15.0

EXPR. G 4 OBJECTIVE: Recognize important civic problems.

Named 1 or more important world problems.

1	17	97.6	% DIFF	-0.0	-1.8	1.7	-0.5	0.1	-0.1	-0.3	-4.7	2.8	1.9	-0.4	1.0	-0.8	0.4	-3.4	1.1	-0.9	-0.6	0.2	0.8	-11.0
			BAL DIFF	-0.2	-1.4	2.0	-1.1	-0.0	0.0	-0.3	-4.3	2.5	1.9	-0.8	1.3	-0.8	0.1	-1.8	2.5	-0.9	-0.0	0.5	0.8	-10.6
1	A4	94.8	% DIFF	0.7	-4.8	-0.4	3.6	1.3	-1.2	-5.6	0.5	8.3	-7.5	0.4	2.6	-1.5	1.4	-10.5	-3.6	-1.5	2.2	0.5	3.1	-16.1
			BAL DIFF	1.1	-2.2	-1.1	2.3	1.6	-1.5	-5.9	6.6	2.3	-5.5	-1.3	2.7	-0.6	1.4	-9.9	-5.2	0.1	2.3	-0.6	1.9	-14.5
			...2 or more... (not in exhibits)																					
2	17	94.7	% DIFF	1.7	-1.9	-0.5	0.7	-0.3	0.3	-10.6	-2.8	8.9	1.8	1.5	0.4	-0.9	0.6	-2.0	-8.1	-10.1	-0.8	1.1	2.8	-12.6
			BAL DIFF	0.6	-0.1	-0.2	-0.3	-0.5	0.5	-8.7	-1.9	8.0	1.2	0.9	0.8	-0.8	0.2	-0.6	-1.8	-9.0	0.6	1.3	1.9	-13.0
2	A4	87.6	% DIFF	0.8	-6.8	-2.0	8.1	1.3	-1.2	-6.2	1.8	8.1	-3.2	-0.9	6.2	-6.2	1.5	-11.9	-0.1	-6.5	5.7	1.1	3.0	-14.2
			BAL DIFF	0.9	-3.1	-2.8	6.2	1.0	-0.9	-5.9	8.8	0.1	-1.9	-2.1	6.1	-4.3	1.4	-11.3	-1.0	-5.0	5.9	2.2	1.8	-12.0
			...3 or more...																					
3	17	88.7	% DIFF	2.1	-3.2	-0.1	0.8	-0.1	0.1	-13.0	-4.6	7.9	8.0	8.6	1.0	-4.2	1.7	-6.0	-12.6	-11.8	-3.1	0.5	5.0	-6.6
			BAL DIFF	0.1	0.6	0.2	-0.9	-0.8	0.7	-9.7	-2.0	5.7	6.2	3.6	0.3	-3.9	1.2	-4.0	-8.8	-11.7	-0.9	0.8	3.3	-7.0
3	A4	74.7	% DIFF	2.8	-7.1	-4.8	9.9	0.6	-0.6	-8.7	-0.2	5.2	2.1	2.0	2.0	-7.8	1.4	-10.2	-2.8	-6.4	0.9	2.3	6.4	-12.9
			BAL DIFF	2.5	-3.0	-5.4	8.2	0.2	-0.1	-7.3	6.4	0.0	2.6	1.0	2.0	-5.5	1.3	-9.2	-4.8	-5.0	1.0	1.9	4.8	-10.5
			...4 or more... (not in exhibits)																					
4	17	76.9	% DIFF	-0.8	-2.9	2.3	0.6	1.5	-1.8	-13.4	-9.9	9.9	-4.0	3.4	3.6	0.8	2.8	-10.2	-11.3	-11.1	-11.5	1.4	7.3	-5.4
			BAL DIFF	-2.9	1.1	2.7	-1.6	0.7	-0.6	-10.4	-8.5	5.7	-3.4	1.8	2.5	1.1	1.7	-9.2	-5.1	-9.4	-9.5	1.8	5.8	-5.2

Res	Age	Natl Eval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
4	A4	54.3	% DIFF	3.0	-5.3	2.2	-2.7	-8.9	8.5	-6.8	-7.2	7.0	0.0	5.2	-0.6	-8.2	1.4	-7.4	-11.5	-8.9	-0.7	5.0	7.4	-13.7
			BAL DIFF	1.2	-0.7	1.5	-3.3	-5.4	5.0	-8.7	-2.8	3.6	3.5	3.9	-1.0	-7.1	0.7	-3.1	-7.0	-8.5	-0.4	5.0	6.1	-10.5
			...5 important world problems (not in exhibits)																					
5	17	55.6	% DIFF	5.1	-5.2	0.1	-0.6	1.1	-1.0	-9.8	-12.1	9.7	-0.9	-0.3	5.5	-0.3	3.5	-19.1	-11.7	-7.2	-11.8	-1.5	8.4	-7.8
			BAL DIFF	3.8	-1.5	0.3	-3.0	0.2	-0.2	-4.6	-4.3	3.9	-0.6	-2.8	3.6	1.2	2.4	-14.1	-6.0	-5.9	-9.4	-1.1	6.8	-7.6
5	A4	33.8	% DIFF	-3.3	-1.7	2.7	1.2	-0.0	0.0	-6.1	-0.5	6.8	-8.3	6.1	-2.8	-5.1	1.1	-6.5	-6.8	-9.1	0.4	4.4	8.2	-17.0
			BAL DIFF	-4.0	3.3	1.3	0.1	-0.8	0.7	-5.2	2.4	3.3	-5.9	5.8	-2.4	-4.3	0.3	-2.5	-0.2	-8.6	0.5	4.4	7.2	-14.5
EXPR. G 5 OBJECTIVE: See relations among social problems and have good ideas for solutions.																								
			Named education or training as way to help children from poor families get better jobs.																					
1	13	77.4	% DIFF	3.6	-0.3	-2.1	-1.0	2.7	-2.9	-1.6	-1.0	-1.0	4.7	-2.8	-0.6	3.0	0.4	-2.2	-1.9	2.9	-6.6	-2.4	3.1	0.2
			BAL DIFF	3.8	-0.2	-2.2	-1.2	2.5	-2.6	0.8	1.1	-2.4	4.7	-3.9	-1.1	4.1	0.5	-2.1	-2.4	2.8	-6.8	-2.6	3.4	0.0
EXPR. G 6 OBJECTIVE: Recognize important civic problems.																								
			Which is not a result of automation? (mc) More unskilled workers are needed.																					
1	A4	71.4	% DIFF	1.1	-7.8	5.6	-5.2	8.1	-6.8	-8.4	-13.2	11.1	-7.9	0.4	4.7	-2.7	4.9	-21.6	-37.7	-10.3	4.2	1.1	13.6	-36.0
			BAL DIFF	1.8	-5.8	5.0	-4.6	8.8	-7.4	-8.6	1.6	6.5	-5.6	-5.1	4.4	-1.3	4.0	-16.5	-35.2	-6.9	3.8	-2.5	11.9	-27.8
EXPR. G 7 OBJECTIVE: Recognize important civic problems.																								
			What is the main reason why workers organize into unions? (mc) To bargain with employers.																					
1	13	16.8	% DIFF	5.8	-2.8	-0.7	-2.8	5.5	-5.8	-0.8	-0.8	5.2	1.6	2.2	-3.6	-1.5	1.0	-6.8	-0.7	-5.9	-7.2	-0.5	2.7	-2.1
			BAL DIFF	6.2	-1.4	-1.7	-2.9	5.5	-5.8	0.1	3.9	3.9	2.9	-0.5	-4.3	-0.3	0.8	-6.3	0.6	-4.4	-5.7	-0.8	2.6	-2.8
1	17	53.8	% DIFF	5.7	-16.3	2.8	5.3	9.1	-7.8	-13.0	-19.8	14.1	-0.8	-0.9	6.1	-3.4	8.9	-28.1	-9.8	-21.7	-16.9	0.2	12.6	-31.5
			BAL DIFF	5.8	-11.3	1.9	2.9	7.6	-6.1	-5.2	-8.5	5.1	-1.6	-5.0	3.4	3.2	3.3	-17.6	-8.6	-16.9	-12.8	-0.1	10.2	-30.3
1	A4	67.7	% DIFF	4.7	-17.7	3.1	8.5	13.5	-12.5	7.5	-7.4	13.2	5.8	9.8	-15.7	-9.9	4.8	-20.0	-48.6	-18.4	-5.1	9.3	12.5	0.3
			BAL DIFF	6.5	-9.7	-0.4	1.0	12.2	-11.8	9.2	-0.1	9.0	8.8	5.3	-13.3	-7.3	3.8	-19.6	-47.6	-10.3	-4.9	5.4	7.5	3.7
EXPR. G 8 OBJECTIVE: Try to inform themselves on socially important matters and to understand alternative viewpoints.																								
			Stated reasons supporting both side of the issue of educational deferments.																					
1	17	29.1	% DIFF	1.2	-8.7	2.8	-0.8	-0.9	0.8	-7.5	-10.8	-0.8	5.1	-3.2	10.0	-1.9	3.3	-16.7	-10.0	-7.8	-5.8	0.3	3.1	18.5
			BAL DIFF	0.2	-2.1	2.3	-1.8	-1.1	1.0	-5.5	-3.8	-3.3	5.8	-4.8	8.8	-1.5	2.8	-18.3	-7.9	-5.9	-1.5	-0.8	2.3	12.2
1	A4	21.9	% DIFF	3.0	-1.2	-1.5	-0.9	0.6	-0.6	-5.3	-16.2	5.6	-8.7	6.5	-8.5	-0.6	2.1	-11.9	-13.5	-7.6	-5.8	0.1	10.0	-0.1
			BAL DIFF	1.7	1.7	-2.2	-0.8	0.7	-0.7	-3.8	-10.8	1.3	-2.8	6.6	-8.2	0.1	1.3	-6.8	-11.3	-5.7	-5.3	-1.3	9.1	2.6
			Stated reason for educational deferments. (not in exhibits)																					
2	17	53.8	% DIFF	1.3	-3.6	-1.3	1.5	-2.2	1.9	-7.8	-5.5	5.1	5.7	-3.3	5.8	-2.9	3.1	-14.0	-12.6	-11.1	-6.8	0.9	8.8	-1.3
			BAL DIFF	2.0	-0.5	-1.5	0.2	-2.7	2.8	-8.7	1.6	1.3	5.8	-8.8	3.7	-2.3	2.8	-13.2	-10.2	-8.7	-8.9	0.6	1.8	-3.5
2	A4	44.1	% DIFF	1.1	1.6	-2.7	0.6	2.6	-2.8	-9.8	-19.8	11.8	3.0	0.8	-2.5	-1.8	1.5	-13.5	2.3	-7.9	-5.1	-3.6	15.2	-7.1
			BAL DIFF	-0.8	6.1	-2.5	-1.0	2.8	-7.2	-10.0	-12.6	5.0	6.0	2.5	-1.6	-2.0	1.0	-9.8	3.9	-6.3	-8.0	-8.3	13.3	-8.1
			Stated reason against educational deferments. (not in exhibits)																					
3	17	43.9	% DIFF	-0.8	-9.0	8.1	-1.8	-1.2	1.1	-8.9	-7.9	-6.0	3.6	-0.2	11.6	-8.3	5.5	-26.8	-19.1	-11.9	-8.8	8.3	2.2	26.8
			BAL DIFF	-2.8	-8.3	6.5	-2.1	-1.6	1.8	-3.1	2.9	-10.1	8.1	-1.9	9.0	-3.5	5.1	-24.8	-17.7	-8.5	-6.0	2.5	1.8	18.6
3	A4	36.0	% DIFF	2.3	-9.7	2.8	1.7	-0.6	0.6	3.6	-18.8	8.1	-8.9	6.8	-3.2	1.6	3.3	-18.6	-21.8	-7.2	-5.3	8.1	6.6	-6.8
			BAL DIFF	2.3	-8.3	0.8	3.1	-0.7	0.7	7.2	-7.6	-3.2	-6.8	8.8	-2.6	3.3	2.2	-10.3	-21.1	-8.2	-6.3	1.5	6.2	-2.0

EXER. G 9 OBJECTIVE: Evaluate communications critically.

Think a newspaper can be wrong.

1	9 45.0	% DIFF	2.6	-5.5	3.9	-3.1	-1.2	1.3	-4.6	-19.6	3.3	4.8	5.0	1.4	-2.9	4.2	-21.3	-17.2	-15.9	-14.3	0.3	5.3	-3.7
		BAL DIFF	0.7	-0.9	2.1	-2.6	-1.3	1.4	-1.2	-6.1	-0.2	7.0	1.9	1.3	-4.2	3.5	-18.5	-13.2	-9.7	-11.5	-0.2	3.5	-1.5
1	13 74.9	% DIFF	1.0	-1.9	0.1	2.2	0.8	-0.4	-0.7	-19.6	9.0	-1.4	1.0	2.6	-2.9	3.1	-18.8	-17.9	-24.9	-2.3	-1.3	5.1	-5.3
		BAL DIFF	-0.6	-0.4	-1.8	3.1	-0.1	0.1	2.3	-7.7	4.9	-0.4	2.4	1.1	-1.8	3.5	-15.6	-16.7	-19.6	0.3	-3.3	3.7	-2.1

EXER. G10 OBJECTIVE: Support free communication.

Greater variety of viewpoints and information stated as reason to have newspapers in a city written and printed by more than one company.

1	9 36.5	% DIFF	1.9	-3.5	-4.3	6.1	-1.9	1.9	-5.6	-21.0	12.6	-2.9	0.4	1.7	0.8	3.4	-16.9	-18.1	-17.8	-9.6	-1.3	9.5	-7.6
		BAL DIFF	0.1	-1.2	-4.7	6.4	-2.0	2.1	-1.7	-10.7	7.9	-1.9	-0.4	0.3	0.5	2.5	-11.2	-12.8	-15.5	-7.0	-3.7	7.9	-5.5
1	13 64.5	% DIFF	-0.1	-7.8	1.7	4.5	-2.5	2.8	-8.6	-21.5	8.8	3.7	3.9	-1.9	2.7	5.5	-28.1	-18.5	-20.5	-18.5	-8.7	11.0	-13.8
		BAL DIFF	-1.6	-2.8	0.4	3.6	-2.9	1.2	0.1	-1.1	1.7	8.1	0.9	-4.4	1.2	8.8	-28.7	-12.4	-15.9	-11.8	-8.1	9.1	-12.5
1	17 87.6	% DIFF	0.5	-7.9	3.9	1.4	0.4	-0.4	-5.0	-8.5	7.5	5.1	1.2	1.5	-6.1	3.1	-11.8	-16.9	-2.6	-8.6	1.9	3.2	-2.5
		BAL DIFF	-1.0	-8.8	3.7	0.6	-0.2	0.2	-3.5	0.0	4.8	5.0	0.5	0.5	-5.1	2.5	-9.7	-16.0	1.2	-5.9	1.1	1.9	-2.3
1	Ad 92.3	% DIFF	1.0	-2.6	0.8	1.1	1.9	-1.8	-8.7	-11.9	5.1	-3.5	1.8	-1.5	3.6	2.8	-18.5	-7.8	-5.9	1.8	3.2	6.1	-23.2
		BAL DIFF	-0.0	-0.9	0.1	0.7	2.1	-2.0	-8.1	-2.9	3.1	-1.7	-0.3	-1.2	3.5	1.8	-11.5	-5.0	-8.7	2.5	2.2	5.2	-21.6

EXER. G51 (Text for this exercise has not been released)

1	9 70.3	% DIFF	1.8	-2.3	-0.9	-1.8	2.2	-2.5	2.8	-5.9	-0.4	-6.9	5.8	-3.6	2.3	1.2	-8.5	-6.8	-1.3	-3.9	-0.3	0.8	0.2
		BAL DIFF	3.3	-1.7	-2.2	0.2	2.2	-2.8	5.7	-2.8	-1.8	-7.5	5.0	-3.6	2.1	0.9	-2.5	-6.6	-1.8	-2.6	-0.2	0.2	0.6
1	13 80.3	% DIFF	4.4	-7.1	0.7	0.1	-1.1	1.0	-8.3	-9.9	8.8	1.1	-0.6	2.2	1.1	1.5	-9.0	-1.5	-2.5	-5.8	-1.8	8.1	-6.2
		BAL DIFF	4.6	-5.2	0.0	-0.2	-1.0	0.9	-2.0	-6.5	2.5	2.9	-3.1	1.4	2.7	0.6	-3.5	-0.8	-1.0	-4.2	-1.7	3.1	-5.0

EXER. G52 (Text for this exercise has not been released)

1	9 89.9	% DIFF	2.2	-3.2	1.1	-0.8	-1.5	1.5	-2.4	-20.8	5.8	-0.6	3.7	2.8	-1.8	3.1	-17.1	-9.5	-8.3	-8.1	0.7	8.7	-8.1
		BAL DIFF	0.3	-0.1	0.1	-0.8	-1.8	1.8	-0.6	-12.0	3.1	0.9	2.3	2.0	-2.8	2.3	-13.3	-6.2	-2.1	-5.6	0.9	3.5	-3.5
1	13 97.5	% DIFF	0.1	-0.6	0.7	-0.5	-0.9	0.8	-1.7	-5.9	-0.1	0.8	-0.7	1.3	0.9	0.8	-2.5	-6.7	-0.8	-2.3	0.2	0.7	-1.3
		BAL DIFF	-0.0	-0.8	0.3	-0.0	-0.9	0.8	-1.0	-8.1	-0.8	1.1	-1.0	1.2	0.7	0.6	-1.3	-6.0	0.6	-2.0	0.0	0.5	-0.5

EXER. G53 (Text for this exercise has not been released)

1	9 98.3	% DIFF	0.7	-1.2	0.2	0.5	-0.1	0.1	-2.8	-1.7	1.7	1.1	1.3	0.7	-1.8	0.8	-2.6	-1.1	-1.5	-0.9	0.8	0.9	-1.8
		BAL DIFF	-0.8	-0.8	0.2	0.5	0.0	-0.0	-2.8	-0.0	1.8	1.5	0.9	0.6	-1.9	0.3	-1.9	-1.0	-0.5	-0.1	1.0	0.5	-1.6
2	9 66.8	% DIFF	10.7	-12.0	-2.8	2.8	1.8	-1.5	-11.3	-4.8	10.1	-0.3	11.7	-6.3	-5.1	2.8	-11.6	-10.8	-21.4	-7.9	0.5	8.9	-8.3
		BAL DIFF	8.0	-9.2	-3.7	3.3	2.0	-2.1	-7.6	2.8	7.2	-0.5	8.9	-6.4	-3.9	1.7	-6.6	-10.6	-15.3	-2.9	1.4	2.8	-3.5

EXER. G54 (Text for this exercise has not been released)

1	9 98.7	% DIFF	-0.5	-0.1	0.8	0.1	-0.8	0.8	-1.8	-0.2	-0.3	-0.7	-0.2	0.4	1.2	0.8	-1.2	-2.8	-3.1	-0.8	0.8	0.0	0.1
		BAL DIFF	-0.7	-0.1	0.3	0.8	-0.3	0.3	-1.7	1.0	-0.5	-0.3	-0.5	0.3	1.0	0.8	-1.1	-2.7	-2.7	-0.4	0.8	-0.1	0.2

Seq	Age	Natl Eval		REGION: N.East	S.East	Central	West	SEX: Male	Female	SIZE AND TYPE OF COMMUNITY: Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR: Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION: None	Some	Graduated	Post	Unknown
1	13	99.0	% DIFF	-0.2	-0.3	0.8	-0.5	0.2	-0.2	-0.6	-0.9	-0.1	-0.1	0.8	-0.4	0.3	-0.0	0.5	-0.3	1.0	0.3	0.5	-0.3	-1.1
			BAL DIFF	-0.2	-0.5	0.9	-0.4	0.2	-0.2	-0.8	-1.5	0.4	-0.0	0.8	-0.4	0.3	-0.2	1.2	0.1	1.1	0.8	0.5	-0.3	-0.9
*2	9	69.8	% DIFF	-1.3	-4.9	2.4	2.2	-2.9	3.1	-3.6	-6.1	7.5	2.8	1.4	-2.6	-0.6	1.2	-1.7	-13.4	-23.8	-0.7	0.4	5.3	-6.5
			BAL DIFF	-2.3	-5.1	2.7	3.6	-2.7	2.8	-2.5	-2.4	5.6	4.8	-0.6	-2.4	0.1	0.5	3.0	-12.1	-20.7	1.7	1.0	4.4	-6.5
*2	13	80.0	% DIFF	-1.8	2.7	-0.1	-0.5	-0.6	0.6	-3.1	-4.0	3.2	-3.1	-5.8	4.8	3.0	1.6	-4.4	-13.3	-2.4	-0.5	-0.6	2.7	-12.8
			BAL DIFF	-1.7	2.4	-1.3	1.2	-0.5	0.4	-3.4	-1.3	2.7	-1.3	-5.1	3.9	1.8	1.2	-2.4	-11.9	-0.1	-0.9	-0.6	2.3	-11.0
3	9	26.8	% DIFF	-2.1	-1.8	4.6	-2.3	-0.4	0.4	4.9	-2.3	5.8	2.8	-4.7	-1.7	1.4	0.4	4.4	-13.6	-7.7	-5.8	-1.4	5.9	-6.1
			BAL DIFF	-1.6	-4.0	4.8	-1.3	-0.5	0.5	5.3	-0.8	4.1	4.2	-6.3	-1.4	2.3	-0.2	8.0	-11.6	-5.8	-5.8	-1.1	5.9	-6.6
3	13	29.8	% DIFF	-1.9	1.1	-1.2	2.4	-1.7	1.7	-8.5	-7.9	6.0	1.2	-1.7	4.0	-0.9	1.8	-8.7	-6.4	-8.7	-3.6	-0.2	2.9	-8.7
			BAL DIFF	-3.2	3.8	-2.3	2.7	-1.7	1.6	-8.5	-0.8	4.3	2.2	-1.1	3.1	-2.4	1.6	-7.7	-6.1	-7.5	-2.9	0.2	2.4	-8.3
*4	9	7.0	% DIFF	-0.6	-0.5	2.2	-1.8	1.1	-1.1	-1.8	-1.1	-1.4	4.9	-0.7	-0.3	0.8	0.6	-2.4	-3.9	-2.8	-3.6	-0.5	2.0	-1.6
			BAL DIFF	-0.9	0.4	1.9	-1.8	1.0	-1.1	-2.0	1.7	-1.8	5.8	-1.3	-0.3	0.7	0.6	-2.3	-3.5	-1.9	-3.1	-0.5	1.9	-1.8
*4	13	5.3	% DIFF	-0.4	0.0	0.9	-0.8	-0.4	0.4	-2.1	-2.4	1.8	-0.0	-1.7	1.1	1.0	0.5	-2.9	-1.4	0.3	-1.9	0.3	0.4	-0.8
			BAL DIFF	-0.8	0.5	0.8	-0.9	-0.4	0.4	-2.1	-0.8	1.6	0.0	-1.6	0.9	0.7	0.4	-2.4	-0.6	0.7	-1.9	0.3	0.2	0.0
*5	9	1.8	% DIFF	-1.1	0.1	1.5	-0.8	0.4	-0.4	2.0	1.6	-1.8	0.5	-0.1	-0.7	0.2	0.1	-0.3	-1.0	-1.8	0.2	0.6	0.2	-0.7
			BAL DIFF	-0.9	0.1	1.3	-0.7	0.3	-0.3	1.6	2.5	-1.7	1.0	-0.3	-0.7	0.1	0.2	-0.6	-1.1	-1.6	0.0	0.4	0.3	-0.8
*5	13	0.5	% DIFF	0.4	0.1	-0.3	-0.4	0.1	-0.1	-0.5	0.9	0.1	-0.5	0.1	-0.2	0.1	-0.0	0.1	-0.0	-0.5	0.3	-0.3	0.1	0.4
			BAL DIFF	0.4	0.4	-0.3	-0.4	0.1	-0.1	-0.4	1.0	0.1	-0.4	0.1	-0.3	0.0	0.0	-0.1	0.1	-0.7	0.1	-0.2	0.1	0.3
EXER. G55			(Text for this exercise has not been released)																					
1	9	64.1	% DIFF	2.6	-6.6	3.3	-1.3	-1.1	1.1	-8.4	-14.6	4.7	-5.1	1.3	2.8	2.6	2.0	-9.0	-10.3	-8.8	-3.6	3.4	2.0	-5.1
			BAL DIFF	1.6	-6.3	3.6	-0.9	-1.2	1.2	-7.4	-10.1	4.3	-5.4	-0.0	2.8	2.8	0.8	-2.9	-5.3	-5.2	-1.6	2.6	1.2	-3.9
2	9	36.3	% DIFF	3.7	-3.7	0.8	-1.7	-1.6	1.6	-2.9	-11.5	4.7	-5.2	-0.9	4.2	0.4	1.8	-10.5	-4.8	-12.6	-11.7	2.7	4.8	-6.3
			BAL DIFF	2.9	-2.3	1.1	-2.2	-1.8	1.8	-1.3	-5.8	2.7	-5.3	-1.8	4.0	0.4	0.8	-6.3	1.6	-11.9	-10.4	2.0	4.4	-5.3
EXER. G56			(Text for this exercise has not been released)																					
1	13	28.2	% DIFF	8.3	-6.6	4.6	-4.2	-2.7	2.7	-11.1	-1.4	10.6	-1.4	1.4	1.8	-3.9	1.5	-6.7	-7.6	-5.3	-1.0	-4.8	3.3	3.0
			BAL DIFF	3.1	-4.3	4.6	-4.8	-2.8	2.7	-9.6	0.6	9.2	-1.8	1.0	1.4	-3.4	1.1	-4.5	-5.9	-1.2	1.5	-4.6	1.9	5.1
1	17	64.7	% DIFF	7.7	-15.2	3.3	4.4	0.4	-0.4	-22.3	-7.0	12.0	-6.2	10.1	4.7	-4.2	4.6	-26.2	-12.3	-27.7	-20.5	7.8	11.8	-5.9
			BAL DIFF	4.4	-8.6	2.2	0.7	-1.4	1.3	-12.2	2.3	3.5	-7.0	4.3	3.0	-0.5	2.8	-17.5	-3.6	-23.8	-16.8	7.8	9.3	-9.3
1	A3	43.1	% DIFF	-1.9	3.1	9.7	-14.1	-1.3	1.2	9.0	-4.6	-2.9	-6.7	3.2	-1.0	1.4	0.4	-1.2	-6.3	-3.9	6.5	4.1	-2.0	-9.6
			BAL DIFF	-2.7	5.6	9.8	-14.4	-1.4	1.3	8.1	-4.3	-4.4	-1.9	1.3	-0.1	-0.3	-0.3	0.2	5.4	-6.1	7.7	3.8	0.5	-10.9
*2	13	2.3	% DIFF	-0.2	-1.0	0.9	-0.0	-0.2	0.2	-0.2	-2.0	-0.0	-1.4	2.4	0.4	-1.4	0.4	-1.9	-1.8	-1.0	-1.4	-0.0	0.2	1.6
			BAL DIFF	-0.8	-0.2	0.9	-0.1	-0.3	0.3	-0.1	-1.1	-0.5	-1.7	2.4	0.4	-1.5	0.4	-1.7	-1.6	-0.4	-0.9	-0.2	-0.0	2.4
*2	17	12.7	% DIFF	1.1	-0.5	-0.7	0.3	0.6	-0.6	-0.8	-0.1	-0.7	0.3	2.5	1.0	-2.6	0.9	-4.8	-3.8	-2.0	-5.6	-1.8	4.1	-1.6
			BAL DIFF	0.6	1.5	-1.1	-0.9	0.3	-0.3	1.1	3.3	-3.5	0.1	1.9	0.1	-2.0	0.8	-4.5	-2.4	-1.8	-5.3	-2.0	4.1	-1.8
*2	A4	3.2	% DIFF	-0.6	-0.5	1.5	-0.8	-1.0	1.0	4.1	1.2	1.3	-2.5	-1.5	-1.4	1.5	-0.2	-0.2	5.0	-0.8	0.7	-1.6	2.7	-2.6
			BAL DIFF	-0.8	-0.3	1.9	-1.3	-1.1	1.1	4.5	2.9	0.5	-2.2	-1.9	-0.9	2.0	-0.3	0.3	6.2	-1.6	0.8	-1.0	1.4	-4.2
3	13	0.0	% DIFF	-0.0	-0.0	0.0	-0.0	0.0	-0.0	0.2	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	0.0	-0.0	-0.0	-0.0	-0.0	-0.0	0.0	-0.0
			BAL DIFF	0.0	-0.0	0.0	-0.0	0.0	-0.0	0.2	0.0	-0.0	-0.0	-0.0	-0.0	-0.0	0.0	-0.0	0.0	-0.0	-0.0	-0.0	0.0	0.0

3	17	1.3	% DIFF	-0.1	0.2	0.5	-0.7	0.1	-0.1	1.4	1.3	-0.6	-0.4	0.0	-0.2	-0.3	0.0	-0.4	-0.0	-0.0	0.6	-0.2	-0.0	-1.3
			BAL DIFF	-0.0	0.3	0.3	-0.7	0.0	-0.0	1.4	1.6	-0.6	-0.3	0.0	-0.2	-0.5	0.1	-1.0	-0.1	-0.2	0.4	-0.3	0.1	-1.1
3	A1	0.0	% DIFF	-0.0	-0.0	-0.0	0.1	-0.0	0.0	-0.0	0.4	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	1.0	0.1	-0.0	-0.0
			BAL DIFF	-0.0	-0.0	-0.0	0.1	-0.0	0.0	-0.0	0.4	-0.0	-0.1	-0.0	-0.0	-0.0	-0.0	-0.1	0.8	0.1	-0.0	-0.0	-0.0	-0.1
*4	13	0.0	% DIFF	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
			BAL DIFF	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
*4	17	0.0	% DIFF	-0.0	-0.0	-0.0	0.1	0.0	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	0.1	0.0	-0.0	-0.0	-0.0	-0.0	0.0	-0.0	-0.0
			BAL DIFF	-0.0	-0.0	-0.0	0.1	0.0	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	-0.0	0.1	0.0	0.0	-0.0	-0.0	-0.0	0.0	-0.0	-0.0
5	13	13.9	% DIFF	1.3	-3.7	5.8	-8.5	-0.7	0.7	-7.6	0.1	8.2	-0.6	2.9	1.3	-3.6	1.3	-5.9	-6.8	-8.8	-3.0	-3.7	3.8	-1.6
			BAL DIFF	-0.3	-0.8	5.0	-8.9	-0.9	0.9	-6.9	3.8	2.9	-0.4	2.9	0.9	-8.1	1.1	-5.6	-3.7	-2.0	-1.7	-3.7	3.0	0.1
5	17	31.3	% DIFF	9.5	-11.8	-8.8	7.8	0.8	-0.8	-18.1	-10.3	10.8	1.8	3.3	1.8	-1.0	2.9	-17.3	-6.1	-16.6	-11.5	3.5	7.6	-6.8
			BAL DIFF	8.1	-7.6	-8.8	5.2	-0.6	0.6	-6.0	-8.2	8.3	0.0	-0.5	-0.1	2.8	1.7	-10.8	-2.5	-13.6	-8.3	3.8	5.3	-10.6
5	A1	28.2	% DIFF	8.7	-3.2	-0.5	-2.1	-2.3	2.1	-5.5	-8.2	18.6	-6.0	0.9	-0.6	-5.2	1.2	-7.1	-5.9	-9.8	8.2	-0.5	10.9	-8.8
			BAL DIFF	2.3	-0.8	0.8	-3.8	-2.7	2.8	-3.3	-1.9	10.8	-5.8	-1.0	1.3	-3.9	0.3	-2.5	0.3	-8.7	8.5	0.1	8.8	-6.8

EXER. G57 (Text for this exercise has not been released)

1	13	85.9	% DIFF	3.8	-3.1	0.8	-2.1	0.1	-0.1	-5.5	-9.5	8.1	-1.8	3.1	3.0	-3.0	2.7	-10.2	-15.2	-17.9	-6.8	-0.2	8.2	-8.3
			BAL DIFF	2.6	-0.2	-0.8	-1.6	0.1	-0.1	-3.1	-0.8	1.8	1.0	1.2	2.1	-3.7	2.3	-8.9	-12.8	-17.8	-8.3	-0.5	3.7	-6.9
1	A1	91.8	% DIFF	-1.7	-2.8	1.6	2.2	2.9	-2.7	0.0	-8.8	0.7	-10.8	3.6	-0.7	3.0	1.5	-9.2	-5.8	-0.8	-2.7	8.0	8.6	-29.8
			BAL DIFF	-1.9	-1.8	0.8	2.8	3.0	-2.8	0.1	-8.6	-1.0	-8.9	2.6	-0.2	3.8	1.0	-8.7	-5.6	-0.3	-2.5	3.3	8.2	-27.2
*2	13	63.5	% DIFF	1.8	-8.5	1.5	0.2	1.6	-1.6	-11.9	-13.0	9.1	-1.9	-1.1	6.0	-1.7	3.9	-17.1	-16.6	-16.7	-10.7	0.4	5.3	-13.3
			BAL DIFF	0.5	-0.8	-0.5	0.8	1.6	-1.6	-8.7	-0.0	5.5	1.6	-3.8	8.8	-3.3	3.8	-14.9	-14.5	-16.8	-6.7	0.4	8.2	-11.8
*2	A1	78.2	% DIFF	-1.6	-2.3	2.1	1.3	3.8	-3.5	6.9	-2.6	1.9	-9.5	-1.0	-3.3	7.1	2.3	-7.0	-19.8	-3.7	3.1	0.6	5.5	-21.6
			BAL DIFF	-2.2	-2.3	1.5	2.7	8.7	-8.3	8.3	8.0	0.8	-9.1	-2.0	-3.8	7.1	2.0	-8.9	-19.7	-3.9	3.8	0.0	5.3	-18.2
3	13	26.2	% DIFF	-0.8	-3.1	1.7	1.2	-0.3	0.3	-9.3	-3.9	6.9	-1.3	-3.2	5.6	-2.3	2.2	-11.0	-6.7	-14.0	-9.2	-2.9	6.0	-5.6
			BAL DIFF	-1.3	0.8	0.5	0.8	-0.2	0.2	-7.0	8.9	2.5	0.8	-8.2	5.1	-3.2	2.2	-11.1	-5.6	-14.7	-7.8	-2.8	5.8	-8.8
3	A1	53.3	% DIFF	5.2	-9.5	-0.6	3.1	5.6	-5.1	2.0	5.5	3.0	-7.5	-1.6	-0.5	0.7	1.2	-1.6	-14.5	-7.5	0.3	0.5	12.0	-26.6
			BAL DIFF	5.0	-9.2	-0.8	2.8	6.2	-5.7	5.6	11.6	-1.0	-11.0	-3.0	0.8	3.8	0.8	0.8	-12.0	-8.9	2.0	-0.8	12.8	-23.8
*4	A1	23.3	% DIFF	3.9	-8.1	5.6	-8.5	2.0	-1.9	9.8	3.3	2.9	-2.2	-3.8	-5.1	5.2	0.8	1.6	-14.8	0.7	0.2	-2.1	3.8	-10.5
			BAL DIFF	3.7	-8.8	5.8	-8.0	2.8	-2.2	9.8	8.1	2.8	-3.8	-8.2	-8.8	6.3	0.5	3.3	-13.0	0.2	0.9	-2.8	3.8	-8.9
*5	A1	7.3	% DIFF	3.3	-2.9	-2.6	2.0	-0.3	0.3	0.1	-0.1	-0.1	2.3	-2.6	-2.1	5.8	0.1	1.9	-5.6	-1.8	1.5	-2.5	8.2	-8.5
			BAL DIFF	3.5	-8.0	-2.2	2.3	-0.1	0.1	1.7	-0.1	-1.8	0.1	-2.5	-1.6	7.0	-0.0	2.7	-8.3	-2.1	1.2	-2.8	8.3	-3.6

EXER. G58 (Text for this exercise has not been released)

1	17	82.7	% DIFF	1.1	-5.0	0.1	3.1	-1.0	0.9	-13.3	-2.2	3.8	-0.2	3.1	1.1	-1.1	1.5	-11.8	-2.7	-17.8	-1.5	1.1	8.6	-17.1
			BAL DIFF	-0.1	-1.3	-0.5	2.0	-1.8	1.3	-9.8	2.5	3.2	-0.3	2.1	0.3	-1.5	1.3	-10.1	-0.9	-16.8	0.2	1.0	3.7	-19.0
1	A1	79.1	% DIFF	2.1	-14.5	5.5	2.7	0.8	-0.8	-8.1	-14.7	7.0	-0.0	1.1	0.6	-1.7	3.7	-22.0	-22.7	-12.2	-0.7	7.6	9.7	-35.6
			BAL DIFF	1.9	-10.8	8.1	1.7	0.2	-0.2	-5.0	-3.8	2.2	3.7	-2.3	2.2	0.1	2.8	-11.6	-21.8	-8.2	-1.3	5.8	7.7	-30.8

EXER. G59 (Text for this exercise has not been released)

1	17	68.3	% DIFF	2.6	-23.1	7.3	9.8	0.5	-0.8	-18.0	-1.5	13.8	-8.2	12.3	-0.6	-5.9	5.6	-23.1	-20.6	-19.5	-23.5	12.8	14.8	-8.7
			BAL DIFF	-1.6	-18.7	6.8	7.0	-2.8	2.0	-11.2	8.7	5.6	-8.5	1.6	1.5	-2.5	8.1	-15.6	-18.9	-35.9	-19.2	12.7	11.9	-9.8

Res	Age	Natl Prsl		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
1	A4	85.2	% DIFF	0.5	-3.5	4.4	-2.7	-2.7	2.4	-3.6	-3.4	-3.3	-3.6	5.3	0.0	-1.9	2.6	-18.3	-6.2	-6.9	5.3	4.1	5.3	-10.1
			BAL DIFF	1.2	-0.7	2.6	-3.8	-2.8	2.5	-4.8	7.1	-6.4	3.1	2.1	0.1	-0.6	2.3	-17.9	-1.6	-6.5	4.5	3.6	5.6	-29.3
2	17	71.6	% DIFF	4.2	-21.5	6.8	8.9	-0.8	0.7	-13.9	-3.3	11.4	-4.1	14.0	-1.2	-6.8	5.5	-22.7	-20.2	-41.0	-23.1	12.8	14.8	-0.9
			BAL DIFF	0.3	-15.2	5.9	6.3	-3.7	3.1	-6.2	6.3	3.8	-4.4	3.1	0.9	-3.3	3.9	-18.5	-18.9	-38.0	-18.8	12.6	12.2	-8.7
2	A4	84.9	% DIFF	-3.8	1.1	2.1	1.0	-1.7	1.5	-2.0	-10.9	1.0	-4.0	4.2	-3.8	1.8	1.5	-12.4	0.5	-5.9	2.8	6.6	4.4	-14.1
			BAL DIFF	-4.1	4.4	1.1	-0.1	-2.3	2.0	-3.4	-4.3	2.0	0.6	1.9	-4.0	2.5	0.9	-9.0	5.2	-5.8	3.2	7.4	3.1	-12.3
*3	17	68.4	% DIFF	4.5	-20.4	6.2	6.6	-0.7	0.6	-15.1	-5.1	11.8	-3.8	14.1	-2.6	-4.7	6.5	-27.0	-22.3	-36.7	-23.4	11.1	15.0	-6.6
			BAL DIFF	0.3	-10.9	4.7	3.9	-3.4	2.9	-7.8	8.4	3.8	-2.8	3.3	-2.1	-2.1	5.2	-20.9	-20.8	-31.8	-18.9	11.1	12.1	-8.6
*3	A4	72.6	% DIFF	-4.9	-2.0	2.8	4.0	-0.5	0.4	-14.0	-22.3	2.6	-6.1	11.3	-3.1	-1.0	3.3	-26.4	-0.1	-11.1	4.2	7.7	8.6	-19.8
			BAL DIFF	-4.9	2.9	0.9	2.3	-1.1	1.1	-14.8	-10.8	-0.8	0.1	7.5	-2.7	0.8	2.2	-19.8	6.4	-9.5	5.4	7.7	5.7	-35.6
4	17	63.9	% DIFF	3.1	-19.5	6.0	7.4	-1.5	1.1	-11.5	-8.7	13.0	-2.6	13.1	-2.5	-6.5	5.2	-22.5	-15.9	-36.7	-23.6	11.5	14.7	-1.9
			BAL DIFF	-0.7	-10.9	5.2	4.3	-4.3	3.6	-4.8	5.8	5.7	-2.1	3.0	-1.2	-1.6	3.8	-15.4	-14.7	-34.2	-19.8	11.6	12.2	-4.9
4	A4	75.1	% DIFF	-5.8	0.4	0.8	5.5	-0.1	0.1	-8.0	-13.2	-0.5	-1.1	5.8	-0.1	-2.0	1.9	-15.4	0.9	-6.7	4.9	6.1	4.8	-37.3
			BAL DIFF	-5.9	3.1	-0.3	4.6	-0.2	0.1	-4.2	-5.4	-2.6	3.3	2.9	0.2	-0.5	1.3	-12.0	4.3	-6.1	5.5	6.8	3.5	-35.9
5	17	42.7	% DIFF	0.6	-14.8	3.3	8.5	0.3	-0.2	-7.4	-2.0	9.1	-4.1	5.0	-0.0	-1.8	4.0	-15.9	-15.9	-23.0	-13.5	7.3	8.2	8.0
			BAL DIFF	-1.1	-19.0	2.5	7.3	-1.4	1.2	-3.1	5.1	3.5	-4.5	-1.6	1.0	0.5	3.2	-11.4	-16.3	-20.8	-10.8	7.4	6.3	4.8
5	A4	48.5	% DIFF	-9.3	-2.3	4.9	6.8	-3.4	3.1	-12.8	-23.0	7.1	-1.2	2.5	-1.1	10.5	3.6	-22.3	-13.7	-7.6	2.0	2.1	8.9	-26.8
			BAL DIFF	-9.2	-0.8	3.7	7.0	-4.0	3.5	-12.9	-14.6	1.3	5.9	-1.6	-0.9	12.1	2.7	-16.0	-13.1	-6.9	3.1	2.1	7.0	-23.6
6	17	59.2	% DIFF	6.7	-17.3	6.5	1.1	0.2	-0.2	-13.7	-7.8	9.0	-5.1	14.0	-0.6	-4.1	6.3	-26.7	-20.8	-33.2	-22.9	9.6	14.7	-5.1
			BAL DIFF	2.8	-8.1	5.0	-1.4	-2.1	1.8	-6.1	6.0	1.3	-3.9	4.1	-0.9	-1.8	4.9	-20.4	-17.3	-31.4	-18.5	9.8	12.2	-4.1
6	A4	63.9	% DIFF	-0.4	2.1	2.9	-4.6	-0.1	0.1	-5.8	-11.4	-0.9	-8.5	8.6	-5.1	3.2	1.9	-19.3	10.5	-11.1	4.7	6.7	8.3	-34.8
			BAL DIFF	0.3	6.7	1.0	-6.8	-1.1	1.0	-7.2	-0.7	-5.4	-1.3	6.2	-4.8	4.8	0.8	-15.1	20.9	-11.9	4.4	7.7	8.2	-33.3

EXER. G60 (Text for this exercise has not been released)

1	17	69.4	% DIFF	3.8	-7.1	-4.3	7.9	-1.0	0.9	8.9	-12.2	13.3	1.7	4.7	-4.2	-6.7	2.2	-16.4	8.9	-13.7	-7.9	-1.1	6.5	6.9
			BAL DIFF	2.3	-2.0	-4.7	5.5	-1.9	1.8	12.4	-4.8	8.6	0.4	3.1	-5.5	-5.0	1.8	-12.9	3.3	-11.9	-5.2	-1.1	4.9	6.7
1	A4	58.5	% DIFF	-3.7	5.1	-6.4	9.2	-0.7	0.7	-1.2	2.3	11.8	-9.2	-6.4	-0.3	-0.4	0.0	-..7	16.8	2.4	3.9	-3.0	1.8	-17.1
			BAL DIFF	-4.3	5.7	-5.7	8.5	-1.0	0.9	-2.7	4.8	10.9	-9.3	-4.8	-0.8	-1.6	0.3	-7.4	14.1	2.0	4.8	-2.4	0.5	-14.9

EXER. G61 (Text for this exercise has not been released)

1	17	79.9	% DIFF	1.1	-2.3	-3.5	5.6	2.2	-2.0	1.5	-1.3	-4.3	-1.8	2.0	-0.9	2.4	-0.1	3.8	-7.2	-4.1	-3.8	1.9	2.6	-40.6
			BAL DIFF	1.4	-4.3	-3.2	6.6	1.9	-1.7	3.2	-2.3	-6.9	-3.3	1.5	-0.3	4.5	-0.4	6.3	-7.7	-3.2	-4.0	1.6	2.4	-34.5
1	A4	71.7	% DIFF	0.8	1.1	5.0	-7.0	-0.0	0.0	3.5	7.2	10.1	1.3	-3.4	-5.1	-3.2	-0.4	4.8	-4.1	-8.8	6.5	2.5	6.5	-23.0
			BAL DIFF	-1.1	3.4	6.2	-8.5	-0.8	0.8	4.1	8.9	9.0	5.3	-5.0	-5.0	-2.4	-0.6	4.8	0.1	-9.1	6.3	3.5	6.4	-24.3
2	17	68.3	% DIFF	4.1	-10.3	-3.6	9.7	1.9	-1.7	1.7	3.4	-0.6	-1.1	2.9	1.8	-5.6	1.6	-7.9	-5.5	-8.2	-3.3	-0.4	3.7	-33.6
			BAL DIFF	3.6	-9.7	-3.9	10.1	1.3	-1.2	5.5	7.2	-5.6	-2.8	0.6	1.6	-2.5	1.6	-6.6	-8.3	-1.9	-1.1	-1.1	2.6	-30.7
2	A4	58.3	% DIFF	4.0	3.4	1.7	-9.2	0.3	-0.3	-5.8	-8.2	15.7	-6.1	-2.0	0.7	-4.4	0.7	-5.1	-1.5	-10.4	2.9	3.7	10.5	-29.3
			BAL DIFF	2.1	7.0	3.0	-11.4	-1.3	1.1	-6.2	-2.6	12.5	-1.1	-3.3	0.6	-3.5	-0.2	-1.4	6.7	-10.5	3.2	5.0	8.9	-28.1

7	17	55.9	% DIFF	2.5	-12.1	-2.5	11.6	-0.1	3.0	-9.1	-3.6	-0.1	1.9	6.9	2.4	-5.2	2.6	-15.8	-1.1	-2.8	-5.5	8.0	1.3	-30.0
			BAL DIFF	0.8	-9.3	-3.0	11.6	-0.6	0.6	-7.5	1.9	-0.5	1.4	4.9	2.1	-2.8	2.4	-12.7	-5.7	1.9	-2.6	3.7	-0.5	-11.0
7	A1	43.9	% DIFF	-2.5	2.8	7.5	-7.9	-0.1	0.3	2.0	-5.1	8.9	1.1	-7.5	3.8	1.4	2.5	-12.8	-17.0	-10.7	2.1	8.6	8.6	-23.2
			BAL DIFF	-4.1	5.0	8.8	-8.8	-1.2	1.1	0.9	4.6	6.9	11.3	-11.2	3.7	1.2	2.3	-12.9	-12.2	-10.2	2.2	5.1	8.1	-24.7
8	17	41.8	% DIFF	2.0	-12.1	-1.0	10.2	0.2	-0.2	-8.6	-6.7	-2.0	1.7	6.7	2.0	-3.5	2.4	-14.0	-3.2	-6.3	-3.3	1.5	2.5	-10.7
			BAL DIFF	0.8	-10.2	-1.9	10.2	-0.4	0.3	-6.8	-2.4	-4.1	2.3	4.5	2.0	-1.0	2.0	-15.5	-5.5	-1.5	-0.5	1.0	1.0	-13.2
8	A1	30.4	% DIFF	-1.5	5.3	5.6	-8.8	1.7	-1.5	2.2	-2.5	12.4	0.0	-9.4	3.8	0.5	2.9	-15.1	-18.3	-8.9	-0.9	0.8	10.5	-12.6
			BAL DIFF	-3.3	7.5	6.8	-9.8	0.5	-0.4	1.2	8.6	9.5	10.7	-12.6	3.6	-0.7	2.9	-16.9	-15.2	-8.3	-0.5	1.5	9.4	-13.8

EXPR. H 1 OBJECTIVE: Further their own self-improvement and education.

Know whether or not their community has a library.

1	9	74.6	% DIFF	-0.8	7.1	-6.9	3.8	-1.6	1.6	2.1	2.8	10.7	3.4	-5.1	3.0	-6.9	0.8	-5.6	0.0	-5.6	-0.7	2.1	2.5	-5.4
			BAL DIFF	-1.7	8.9	-6.9	3.3	-1.6	1.7	3.1	9.4	7.6	6.1	-0.6	2.0	-8.4	1.6	-10.9	-2.5	-6.7	-1.2	2.4	2.1	-8.8

Said they have checked books out of the library.

2	9	83.2	% DIFF	2.6	-7.2	0.1	1.7	0.5	-0.5	3.0	-12.8	8.4	-0.1	2.2	-2.2	-2.6	1.5	-10.5	-4.8	-3.4	-5.7	-1.1	1.7	-5.3
			BAL DIFF	3.3	-5.9	-0.4	1.5	0.5	-0.5	4.8	-8.2	7.1	-0.8	0.3	-2.2	-1.8	0.7	-8.6	-3.4	1.2	-3.7	-0.6	2.6	-8.1

Said they have been to the library within the past year.

3	9	89.1	% DIFF	4.6	-4.6	1.4	-2.9	0.3	-0.1	-2.8	1.2	-0.3	8.0	1.5	-4.6	3.4	-0.3	1.6	2.6	8.6	4.2	-1.5	0.2	-0.4
			BAL DIFF	4.9	-5.1	2.3	-3.3	0.6	-0.6	-1.6	-0.6	0.1	2.9	0.4	-4.5	5.2	-0.5	3.3	2.9	8.0	5.1	-1.1	0.3	-1.0

...within the past 6 months. (not in exhibits)

4	9	75.5	% DIFF	1.7	-3.8	2.3	-3.1	-1.1	1.0	6.5	2.1	5.5	0.8	-4.7	-0.9	-1.4	0.3	-5.4	5.3	9.1	6.7	-4.9	1.9	-1.0
			BAL DIFF	4.2	-3.9	2.8	-4.1	-0.9	0.9	8.9	4.1	4.7	-0.1	-5.9	-0.9	-0.2	0.2	-5.7	6.6	8.4	5.5	-4.8	1.9	-0.8

...within the past month. (not in exhibits)

5	9	43.7	% DIFF	2.2	-1.2	-2.1	1.1	0.2	-0.1	17.3	2.6	1.4	6.2	-17.3	2.0	-1.9	-1.1	0.8	15.6	-7.9	18.9	-1.6	-1.5	8.1
			BAL DIFF	4.1	-3.4	-0.7	-0.6	-0.1	0.1	18.9	-1.2	1.4	3.0	-12.3	2.7	-0.0	-0.9	0.1	14.8	-9.8	11.1	-3.5	-0.7	3.2

...within the past week.

6	9	21.1	% DIFF	-1.6	-1.8	2.0	0.6	0.4	-0.8	22.9	5.0	-6.1	1.7	-8.7	1.9	2.1	-0.9	4.6	5.5	7.7	21.5	0.3	-5.0	8.9
			BAL DIFF	0.9	-5.9	2.5	0.6	0.2	-0.2	21.3	1.1	-4.7	-0.1	-8.6	2.4	1.3	-0.5	2.8	1.5	5.8	18.2	-0.6	-4.0	8.6

EXPR. H 2 OBJECTIVE: Further their own self-improvement and education.

Named at least 1 magazine

1	9	76.5	% DIFF	6.1	-11.1	3.2	0.7	0.5	-0.5	-12.5	-26.7	19.0	-7.6	1.9	5.3	-2.5	6.2	-30.9	-25.2	-26.2	-20.5	1.9	10.3	-10.5
			BAL DIFF	1.3	-9.2	2.4	1.2	0.3	-0.1	-7.1	-7.3	13.9	-7.0	-1.6	4.3	-2.8	4.6	-22.3	-19.5	-18.5	-14.3	0.8	7.6	-7.4

...2 or more...(not in exhibits)

2	9	60.5	% DIFF	4.7	-14.8	3.1	-0.3	0.7	-0.7	-9.5	-30.1	26.2	-10.6	4.8	0.9	-2.9	6.2	-30.8	-25.7	-33.0	-25.3	3.4	14.2	-16.6
			BAL DIFF	5.4	-10.0	2.3	0.0	0.2	-0.2	-4.1	-10.4	20.3	-9.9	1.4	-0.2	-1.0	1.9	-19.8	-16.8	-25.1	-14.1	2.5	11.8	-11.8

...3 or more...

3	9	43.9	% DIFF	9.8	-11.1	-2.0	1.9	-2.1	2.1	-13.8	-31.9	28.8	-10.0	4.1	0.2	-0.5	5.5	-26.9	-24.0	-28.8	-23.9	0.4	14.3	-14.8
			BAL DIFF	4.1	-6.9	-2.1	2.1	-2.3	2.4	-7.8	-15.7	22.1	-9.8	1.7	-1.1	-0.8	3.3	-15.0	-15.5	-22.4	-17.8	0.0	11.7	-12.0

...4 or more...(not in exhibits)

4	9	27.8	% DIFF	6.8	-10.3	-1.7	3.9	-2.4	2.5	-6.8	-23.1	15.3	-8.2	6.9	-2.5	0.6	3.9	-19.4	-15.8	-26.2	-15.6	0.2	11.8	-12.6
			BAL DIFF	4.5	-7.9	-2.4	4.2	-2.8	2.4	-1.5	-11.7	10.1	-8.2	5.1	-3.5	0.9	2.2	-10.8	-10.2	-21.5	-11.1	-0.3	10.2	-11.0

...5 magazines. (not in exhibits)

5	9	15.1	% DIFF	3.8	-4.5	-3.0	3.6	-1.9	2.0	0.2	-12.1	6.2	-5.1	2.9	0.4	-1.2	1.9	-9.9	-7.1	-13.9	-7.4	-3.9	9.5	-8.1
			BAL DIFF	3.0	-2.9	-3.4	3.5	-2.2	2.3	3.9	-5.9	2.3	-4.9	2.2	-0.3	-0.8	1.1	-5.4	-4.8	-12.8	-5.6	-4.2	8.8	-7.2

Yes	Age	Natl Prel		REGION				SEX		SIZE AND TYPE OF COMMUNITY						COLOR			PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff.	Rest Of Sub.	Suburban Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown

PXP9. H 3 OBJECTIVE: Continue their own education and self-improvement.

Described lessons or courses they have taken within the last two years.

1	A3	32.4	% DIFF	-0.8	1.3	2.0	-0.5	-0.9	0.7	-5.2	0.6	21.2	-9.6	-3.2	1.1	-0.7	1.8	-4.8	-17.7	-8.2	2.5	-3.8	12.6	-7.3
			BAL DIFF	-1.7	2.4	2.0	-0.6	-0.3	0.3	-4.3	0.5	18.2	-8.4	-2.7	1.2	-7.9	1.2	-3.9	-17.3	-5.6	2.0	-4.5	10.0	-4.2

PXP9. H 4 OBJECTIVE: Plan ahead for major life changes.

Said they have talked about plans for education or jobs with a teacher or a school counselor.

1	13	24.1	% DIFF	8.1	4.5	-5.1	-5.8	-0.2	0.2	-5.7	15.1	3.5	3.2	0.1	-0.7	-5.5	-2.6	11.5	8.0	-2.0	-2.2	1.1	-1.3	0.6
			BAL DIFF	8.2	4.1	-4.3	-6.6	-0.1	0.1	-6.7	8.1	5.6	2.9	0.9	-0.8	-3.8	-2.3	8.6	8.1	-1.1	-2.6	1.6	0.2	-2.6
1	17	58.6	% DIFF	3.1	-9.8	5.8	-1.7	-4.2	1.9	-22.1	-0.6	10.0	-0.9	6.3	0.7	-1.8	2.2	-10.6	-9.7	-9.2	-12.8	-1.5	10.1	-8.9
			BAL DIFF	0.9	-5.8	6.4	-4.0	-4.8	4.5	-17.5	4.2	5.5	-1.5	3.5	0.1	0.1	1.0	-5.6	-3.1	-5.6	-11.0	-1.3	8.8	-8.9

Said they have talked about plans for education or jobs with their parents or guardian.

2	13	81.9	% DIFF	1.0	-0.4	0.3	-0.9	-1.2	1.2	-10.8	2.7	1.9	0.6	6.4	-0.5	-5.2	0.1	0.8	-3.7	-17.1	-6.7	-0.1	8.6	-0.5
			BAL DIFF	-0.7	1.5	-0.5	-1.8	-1.1	1.2	-9.9	5.1	0.8	5.1	5.7	-0.8	-5.3	-0.0	-0.0	0.9	-14.8	-6.5	-0.2	4.9	-7.3
2	17	86.7	% DIFF	4.2	-9.0	2.8	1.6	3.3	-0.3	-16.6	0.9	7.0	2.3	2.1	-0.9	0.3	2.1	-5.7	-19.2	-15.1	-8.3	1.2	6.9	1.0
			BAL DIFF	2.6	-6.5	2.0	0.8	-0.5	0.5	-10.7	4.0	2.5	1.3	-0.8	-1.7	2.9	1.3	-1.4	-15.6	-11.9	-7.0	1.1	5.5	0.6

Said they have talked to both teachers and parents. (not in exhibits)

1	13	22.0	% DIFF	6.1	4.1	-4.7	-3.9	-5.4	0.5	-6.7	12.6	0.8	4.3	0.7	-0.6	-4.4	-2.2	9.5	3.6	-4.7	-3.1	0.6	-0.3	8.0
			BAL DIFF	6.0	4.5	-4.3	-4.7	-0.3	0.4	-7.1	7.2	2.1	4.0	1.5	-0.7	-3.1	-1.8	6.7	7.3	-4.1	-3.8	1.0	1.0	-2.2
1	17	55.7	% DIFF	4.9	-10.1	5.0	-2.1	-3.4	3.2	-21.2	-3.2	11.3	0.5	5.9	1.4	-7.8	1.0	-12.8	-17.1	-10.8	-15.9	-3.6	11.9	-5.9
			BAL DIFF	2.5	-5.3	5.4	-4.8	-4.2	3.9	-14.9	3.2	5.2	-0.0	2.7	-0.0	-0.4	1.7	-7.2	-9.6	-8.0	-13.2	-3.4	10.3	-5.5

PXP9. H51 (Text for this exercise has not been released)

1	9	70.9	% DIFF	-0.5	5.5	-5.0	2.4	-5.6	5.9	-3.4	-4.1	10.5	0.0	-2.6	-0.1	0.1	0.9	-1.5	-8.8	-9.7	3.2	-2.8	2.3	-1.5
			BAL DIFF	-1.5	5.8	-4.9	1.0	-5.1	5.6	-1.2	-0.5	7.8	2.1	-2.1	-0.8	-0.9	1.1	-3.2	-8.6	-9.6	3.6	-2.4	1.8	-0.7

PXP9. H52 (Text for this exercise has not been released)

1	9	48.0	% DIFF	0.2	-1.1	-2.4	3.9	1.7	-1.8	-10.8	-6.4	3.6	7.7	-1.6	2.2	0.8	2.1	-11.6	-7.1	-7.5	-10.6	-3.7	12.2	-11.2
			BAL DIFF	-0.9	1.5	-1.1	3.6	1.7	-1.8	-8.8	8.1	-2.0	9.9	-1.3	1.8	1.0	1.7	-8.5	-7.3	-7.7	-7.6	-3.2	11.6	-13.3
2	9	25.9	% DIFF	-0.9	3.2	-1.1	-0.1	2.6	-2.8	-5.8	-2.8	0.9	3.9	-3.9	-1.3	6.9	1.1	-6.2	-5.9	-0.1	-3.9	-0.0	5.6	-8.1
			BAL DIFF	-1.0	4.0	-1.7	-0.0	2.8	-3.0	-5.9	4.5	-1.5	6.1	-4.8	-2.0	6.5	1.2	-5.7	-5.7	-1.1	-2.9	-0.1	5.6	-4.8
**	9	21.8	% DIFF	-1.2	4.5	-2.1	0.5	1.8	-4.0	-3.3	-2.0	-4.8	4.8	-4.2	0.8	6.9	0.9	-4.9	-4.6	-2.1	-2.9	-1.1	4.4	-5.1
			BAL DIFF	-1.0	5.1	-3.1	0.7	1.8	-4.1	-4.5	1.7	-6.9	6.6	-4.1	-0.1	6.5	1.1	-5.2	-5.4	-1.8	-2.6	-1.5	4.9	-5.6
**	9	11.9	% DIFF	-1.6	2.4	-0.4	0.2	2.4	-2.6	-6.1	0.5	-1.7	-1.1	-1.1	0.6	5.0	0.9	-3.4	-6.0	-8.1	-5.2	-0.2	3.5	-3.4
			BAL DIFF	-1.9	1.1	-0.9	0.6	2.6	-2.8	-6.6	0.4	-3.1	0.2	-1.6	0.1	4.4	0.9	-3.5	-5.3	-8.9	-4.8	-0.5	3.6	-3.8
5	9	6.7	% DIFF	-0.5	2.0	-1.3	0.5	1.5	-1.6	-4.8	-0.1	-1.5	-0.1	-2.3	3.3	2.0	0.4	-1.9	-2.5	-3.1	-0.9	0.6	1.4	-1.0
			BAL DIFF	-0.7	1.9	-1.3	0.8	1.6	-1.7	-5.2	2.4	-2.1	0.8	-2.1	2.9	1.9	0.4	-2.0	-2.3	-3.8	-0.7	0.5	1.9	-3.1

EXER. H53 (Text for this exercise has not been released)

1	13	90.8	% DIFF	-1.0	-5.0	2.4	2.6	3.1	-1.1	1.3	-12.0	1.6	0.7	-0.9	2.2	1.0	2.3	-6.9	-18.2	-3.5	-2.8	1.1	0.9	-8.8
			BAL DIFF	-0.8	-6.3	1.3	4.9	3.1	-3.2	3.0	-7.2	0.0	1.7	-2.8	1.5	1.3	1.9	-2.8	-19.8	2.7	-1.0	1.0	-0.1	-2.8
2	13	87.5	% DIFF	-0.7	-5.8	2.5	2.1	1.8	-1.8	1.9	-18.0	0.6	1.4	-0.8	1.8	1.5	2.6	-8.2	-19.5	-2.7	-8.5	2.4	0.9	-7.6
			BAL DIFF	-0.6	-6.0	1.1	4.6	2.0	-2.0	3.5	-8.1	-0.8	2.6	-1.9	0.8	1.8	2.1	-3.6	-20.8	1.8	-2.6	2.2	-0.2	-5.1
*3	13	83.6	% DIFF	-2.2	-4.5	2.5	3.3	1.3	-1.2	2.3	-17.5	1.8	2.2	-1.2	2.5	1.6	3.0	-11.8	-17.6	-6.9	-3.0	2.4	1.1	-9.8
			BAL DIFF	-2.2	-4.8	0.8	5.6	1.3	-1.2	3.7	-9.5	0.1	3.6	-2.3	1.8	1.1	2.4	-7.4	-18.5	-0.7	-1.0	2.3	-0.1	-7.0
*4	13	70.4	% DIFF	-0.6	-8.6	1.8	3.6	-0.8	0.8	1.6	-15.7	8.1	0.7	0.2	0.6	-0.5	3.5	-15.1	-17.7	-16.6	-4.0	1.3	2.8	-10.5
			BAL DIFF	-1.1	-7.3	1.7	5.5	-0.9	0.9	3.9	-5.1	5.1	1.9	-1.2	-0.9	-0.6	3.0	-10.9	-18.8	-9.6	-0.7	1.5	1.0	-7.9
5	13	53.8	% DIFF	1.7	-7.1	2.5	-0.8	-1.2	1.1	-1.5	-8.5	6.3	2.1	-0.8	4.4	-5.1	3.2	-11.5	-20.5	-12.3	-7.7	2.9	2.0	-7.9
			BAL DIFF	2.2	-5.1	0.8	1.4	-1.2	1.1	0.7	0.7	4.5	3.7	-2.0	2.5	-4.9	2.9	-9.7	-20.6	-9.7	-8.4	2.9	0.8	-6.1

EXER. H54 (Text for this exercise has not been released)

1	17	77.0	% DIFF	0.6	-8.5	1.3	2.1	-3.3	3.1	-20.3	-2.1	11.6	4.2	2.9	-1.5	-0.5	1.1	-8.2	-7.3	-14.0	-10.4	6.6	4.8	-16.5
			BAL DIFF	-1.8	-1.3	2.1	0.3	-4.0	3.7	-17.3	-0.3	9.7	4.8	1.0	-1.8	0.3	0.8	-1.6	-2.5	-11.7	-9.1	7.8	3.2	-16.6
2	17	75.1	% DIFF	-1.9	-0.8	1.5	2.5	-1.2	1.1	-13.1	1.1	6.3	4.8	2.8	-0.2	-2.9	1.2	0.7	-19.2	-10.6	-0.3	0.6	1.3	-16.9
			BAL DIFF	-4.0	1.9	1.6	2.5	-1.8	1.3	-12.8	2.7	5.5	4.6	2.8	-0.3	-3.5	1.2	0.1	-17.9	-8.0	1.2	1.1	1.6	-16.7
3	17	50.9	% DIFF	-2.2	-2.9	2.3	2.0	1.1	-2.9	-7.8	-8.1	-2.2	-0.8	6.7	1.7	-3.7	2.0	-10.2	-8.0	-1.3	2.0	-1.3	1.5	-16.9
			BAL DIFF	-4.1	0.2	1.6	2.0	1.1	-2.9	-8.1	-0.8	-2.9	-0.1	6.7	1.7	-4.6	1.8	-8.9	-7.8	-0.8	4.5	-1.1	-0.2	-18.8

EXER. H55 (Text for this exercise has not been released)

1	44	79.8	% DIFF	5.0	-9.6	-0.1	1.2	-1.8	1.6	-6.8	-15.2	11.8	1.7	2.8	-2.8	-7.6	2.8	-22.0	7.8	-11.8	-0.8	4.1	11.0	-17.4
			BAL DIFF	3.6	-3.0	0.0	-1.8	-3.2	2.8	-7.0	-5.7	8.1	5.6	0.8	-1.8	-8.7	1.7	-17.3	8.6	-9.5	1.1	4.0	7.6	-18.2
*2	44	61.0	% DIFF	1.1	-15.2	0.6	7.7	-1.8	1.1	-8.1	-15.8	21.9	0.0	2.5	-8.0	-8.1	1.8	-17.9	8.6	-14.8	-2.8	4.8	16.5	-29.8
			BAL DIFF	1.1	-9.1	1.3	8.5	-1.8	1.0	-5.7	-8.8	16.8	2.6	-0.6	-7.0	-2.7	0.7	-8.6	6.6	-11.9	0.9	8.6	11.8	-25.8
3	44	36.6	% DIFF	4.3	-13.9	-1.9	7.6	2.9	-2.6	-14.5	-6.5	26.1	9.1	-3.8	-10.2	-3.6	-0.3	-7.6	28.3	-13.1	-8.2	-2.7	23.3	-23.3
			BAL DIFF	2.9	-9.2	0.7	3.1	0.8	-0.7	-9.3	-1.0	14.4	8.5	-5.6	-6.0	2.9	-1.0	0.2	18.9	-12.1	-4.8	-1.9	19.9	-23.8
*4	44	22.1	% DIFF	0.3	-6.9	1.6	3.3	4.0	-1.6	-8.8	-1.7	17.3	-0.3	-0.2	-6.8	-5.1	0.1	-3.6	6.3	-12.5	-7.1	-1.1	19.4	-13.6
			BAL DIFF	-0.8	-3.8	3.0	0.5	7.6	-2.3	-4.1	2.3	8.0	1.3	-1.9	-3.5	-0.7	-0.7	3.1	5.7	-11.6	-5.5	-1.0	17.5	-13.9
*5	44	11.6	% DIFF	-0.3	-2.1	1.1	0.7	1.8	-1.4	-2.7	-5.2	9.7	-1.1	-0.3	-3.0	-1.7	1.0	-4.5	-7.7	-6.8	-6.0	0.1	10.9	-9.6
			BAL DIFF	-0.9	-0.9	1.5	0.1	1.0	-2.6	0.0	-1.4	8.3	2.0	-1.7	-1.4	0.1	0.5	-0.3	-8.8	-5.8	-4.9	-0.2	9.7	-9.3
6	44	49.9	% DIFF	6.6	-7.2	-0.6	-1.1	3.7	-1.3	-11.4	-19.1	21.5	-5.8	0.9	-1.6	-8.2	0.9	-13.5	15.6	-11.4	-5.3	1.2	17.5	-28.9
			BAL DIFF	4.5	-2.6	1.1	-8.3	1.6	-1.5	-9.4	-12.6	15.2	-4.6	-0.3	0.9	-4.7	-0.5	-3.9	18.6	-9.4	-2.6	1.2	13.1	-20.8

EXER. I 1 OBJECTIVE: Help with home duties.

Reported helping with work around home.

1	9	97.9	% DIFF	-1.5	0.6	1.1	-0.4	-0.9	0.8	-0.1	-1.5	-0.2	-1.8	0.6	-0.2	1.0	0.4	-1.3	-3.0	-2.0	0.7	-0.5	0.5	-0.8
			BAL DIFF	-1.7	0.8	0.9	-0.1	-0.8	0.8	-0.2	-0.1	-0.5	-1.2	0.5	-0.3	0.7	0.4	-1.1	-2.8	-1.8	0.4	-0.9	0.8	-0.1

Work around home about 1/2 hour or more each week.

2	9	90.6	% DIFF	0.7	1.7	-1.0	-0.7	-0.8	0.9	-2.3	-1.6	5.1	1.0	-2.6	2.5	-1.6	0.7	-3.8	-3.6	-8.2	-1.7	0.1	3.9	-4.7
			BAL DIFF	0.3	2.3	-1.0	-0.9	-0.9	0.9	-1.2	2.3	3.1	2.2	-3.3	2.3	-1.7	0.6	-1.5	-1.5	-8.1	-3.9	0.2	3.7	-4.4

...2 hours or more each week. (not in exhibits)

3	9	68.0	% DIFF	-6.1	1.0	1.8	1.2	-0.7	0.7	-0.0	-6.9	1.1	0.9	-3.7	3.0	0.8	0.4	-0.6	-4.8	0.2	4.1	3.2	2.4	-8.2
			BAL DIFF	-6.2	1.6	2.1	1.8	-0.6	0.7	-2.3	-4.8	1.1	1.2	-3.7	2.9	0.3	0.1	1.6	-3.8	0.0	4.4	3.1	2.7	-8.0

Res	Age	Natl Pval		REGION N.East	S.East	Central	West	SEX Male	Female	SIZE AND TYPE OF COMMUNITY Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	COLOR Non Black	Black	Unknown	PARENT'S HIGH SCHOOL EDUCATION None	Some	Graduated	Post	Unknown
			...5 hours or more each week.																					
4	9	29.8	% DIFF	-6.2	2.0	1.5	2.5	-4.0	4.2	2.6	1.3	-1.8	7.0	-1.7	-3.7	2.4	-0.6	4.4	0.3	2.7	1.0	6.7	-0.9	-5.2
			BAL DIFF	-5.7	0.5	1.9	2.8	-4.0	4.3	1.3	0.4	-1.1	8.8	-1.8	-3.5	1.9	-0.6	4.7	-0.8	0.7	0.8	6.9	-0.4	-6.1
EXPR. I 2 OBJECTIVE: Help with home duties.																								
			Have home duties that they do regularly.																					
1	13	96.6	% DIFF	0.1	-1.5	0.9	0.1	-1.2	1.3	-2.1	-1.2	0.9	1.0	-0.4	0.2	0.3	0.3	-0.0	-4.6	-3.0	-3.4	0.5	1.2	-3.9
			BAL DIFF	0.0	-1.1	0.4	0.4	-1.2	1.2	-1.8	-0.2	0.1	1.1	-0.9	0.4	0.5	0.1	0.7	-4.1	-1.9	-3.3	0.5	1.1	-3.6
			Spend 1 or more hours each week helping with home duties.																					
2	13	94.4	% DIFF	0.8	-1.9	0.4	0.2	-1.0	1.1	-1.5	-4.7	0.5	1.4	-0.3	0.2	1.3	0.8	-2.4	-6.7	-3.6	-3.9	0.3	1.6	-4.4
			BAL DIFF	0.8	-1.5	-0.2	0.7	-1.1	1.1	-0.6	-2.4	-0.7	1.8	-1.1	0.1	1.7	0.5	-1.1	-6.0	-2.1	-3.7	0.2	1.4	-3.3
			....2 or more hours each week... (not in exhibits)																					
3	13	90.8	% DIFF	0.4	-1.6	0.7	1.0	-1.0	1.1	-1.6	-5.5	2.2	0.8	0.2	-1.5	2.7	1.3	-5.9	-6.8	-5.8	-2.0	0.6	1.1	-3.9
			BAL DIFF	0.7	-1.0	-0.4	2.0	-1.0	1.1	-0.3	-1.3	0.1	1.5	-1.0	-1.7	2.9	1.2	-5.2	-7.2	-1.3	-1.8	0.5	0.5	-2.0
			...5 or more hours each week... (not in exhibits)																					
4	13	59.3	% DIFF	-1.3	-2.8	1.9	1.9	-5.3	5.5	-5.1	-2.7	-0.1	-6.4	0.8	-0.3	4.9	1.0	-3.3	-7.8	-8.7	4.5	1.3	-0.4	-7.9
			BAL DIFF	-0.8	-2.5	-0.1	3.1	-5.2	5.8	-5.3	0.3	-1.0	-5.1	0.4	-0.4	4.4	0.9	-2.4	-8.0	-2.3	4.5	1.0	-0.9	-5.3
			...10 or more hours each week...																					
5	13	28.1	% DIFF	-0.0	2.3	-2.6	1.2	-3.2	3.3	4.2	-2.6	-5.5	-2.7	3.0	-2.0	3.3	0.4	0.1	-6.3	4.2	-3.0	3.5	-1.0	-11.0
			BAL DIFF	0.3	1.9	-3.9	2.6	-3.3	3.8	3.9	0.0	-5.2	-0.8	2.7	-2.6	2.6	0.5	-0.4	-7.5	4.8	-4.0	3.2	-0.7	-10.2
EXPR. I 3 OBJECTIVE: Help younger brothers and sisters to develop into good citizens.																								
			Of those who have a sibling age 3 to 9: Described something they explained to younger brother or sister.																					
1	9	57.0	% DIFF	-2.6	0.5	-1.6	1.1	-2.2	2.2	-10.5	3.8	3.2	6.2	0.8	-5.6	4.1	-0.1	2.4	-3.5	-9.2	-5.8	3.9	5.6	-10.3
			BAL DIFF	-3.1	0.6	-1.6	1.5	-1.8	1.9	-11.8	5.6	1.0	5.8	0.6	-5.9	4.2	-0.4	3.4	-2.1	-10.2	-4.9	4.2	5.9	-11.2
			Explained something within past 6 months. (not in exhibits)																					
2	9	51.8	% DIFF	-0.6	2.7	-2.0	1.0	-1.7	1.7	-9.6	-2.0	5.0	7.5	1.8	-5.9	2.5	0.3	-0.3	-2.8	-7.2	-4.6	5.5	4.7	-11.0
			BAL DIFF	-1.3	3.3	-1.9	1.1	-1.3	1.9	-10.6	0.2	3.1	9.2	1.9	-6.4	2.6	-0.2	2.2	-1.5	-7.3	-2.9	6.2	4.4	-11.6
			...3 months. (not in exhibits)																					
3	9	50.0	% DIFF	0.7	2.7	-4.1	2.2	-2.9	2.9	-7.7	-0.7	6.0	7.7	-1.3	-5.3	3.0	0.4	-1.8	-1.0	-5.3	-2.7	3.4	5.3	-10.7
			BAL DIFF	0.1	3.3	-1.9	2.0	-1.8	1.8	-7.6	2.8	1.0	9.2	-1.2	-5.7	3.0	0.2	-0.7	-0.9	-6.5	-1.5	3.9	5.2	-11.1
			...month. (not in exhibits)																					
4	9	43.8	% DIFF	0.8	0.8	-1.4	0.4	-3.0	3.1	-6.2	0.4	3.1	8.0	-0.3	-7.2	4.4	0.3	-1.7	-0.2	-3.9	-7.7	0.0	7.2	-9.5
			BAL DIFF	0.5	1.7	-1.2	-0.3	-3.1	3.2	-4.4	3.6	-0.7	8.9	-1.0	-7.3	4.9	-0.1	-0.3	1.6	-5.1	-6.9	0.2	7.5	-10.3
			...week.																					
5	9	26.5	% DIFF	2.9	-2.9	-1.5	0.1	-2.6	2.7	-5.6	4.2	5.9	3.3	1.0	-6.4	1.5	0.0	-0.4	0.3	-0.7	-0.7	2.4	2.4	-6.4
			BAL DIFF	1.7	-1.1	-1.3	0.3	-2.5	2.5	-4.4	6.3	3.5	3.5	0.8	-6.5	1.9	0.1	0.7	-2.4	-0.2	1.1	3.8	2.0	-7.3
EXPR. I 4 OBJECTIVE: Help younger brothers and sisters to develop into good citizens.																								
			Of those who have a sibling age 3 to 9: Sibling sought his help in answering a tough question in the past month.																					
1	13	35.7	% DIFF	-6.9	0.4	3.1	2.6	0.1	-0.1	0.9	10.6	12.5	9.6	-7.0	-1.2	-5.4	-0.5	2.8	-0.3	-10.2	-6.9	-1.5	3.6	1.9
			BAL DIFF	-6.2	2.9	1.8	1.4	0.6	-0.6	1.0	13.6	9.8	9.7	-6.5	-0.9	-6.0	0.4	-1.8	-1.5	-13.4	-8.2	-0.1	3.8	-2.0

EXPP. I 5 OBJECTIVE: Develop in their children a broadening awareness.

Of those with children in school:
Know the favorite school subject of oldest child in school

1	A1 72.9	% DIFF	-0.6	4.9	13.1	-23.3	-4.8	2.8	7.7	10.8	-5.4	-6.7	3.2	-18.2	12.7	-1.0	8.6	-8.2	-6.3	-2.1	1.6	4.3	23.9
		BAL DIFF	7.1	5.6	8.6	-23.5	-3.8	2.2	12.4	10.9	-0.8	0.0	2.2	-21.3	11.5	-1.0	6.7	3.6	-10.2	3.6	3.9	7.5	7.6

EXPP. I 6 OBJECTIVE: Develop in their children a broadening awareness.

Of those with children in school:
Described the books their children used in school this year.

1	A1 58.6	% DIFF	-3.0	2.9	-5.2	9.9	-7.9	4.8	-9.6	-6.1	-0.8	-25.4	7.5	-1.0	7.5	3.0	-13.0	-18.8	-1.1	-3.7	-0.8	7.5	-5.1
		BAL DIFF	-1.5	2.9	-8.1	13.2	-7.1	4.3	-6.5	0.1	-6.7	-19.1	7.5	-3.0	6.0	2.5	-11.9	-28.8	0.9	-2.6	-1.3	1.6	-5.2

EXPP. I51 (Text for this exercise has not been released)

1	9 92.9	% DIFF	-1.5	1.5	0.1	0.1	-1.8	1.8	-5.9	1.5	3.7	-0.2	2.8	1.4	-4.5	0.7	-2.9	-2.9	-2.0	-5.9	-2.2	0.9	-1.3
		BAL DIFF	-3.2	4.2	0.2	-0.8	-2.1	2.1	-6.8	0.4	2.1	1.0	1.5	0.9	-5.2	0.6	-3.1	-1.4	-1.7	-5.2	-2.2	0.9	-3.5
2	9 81.6	% DIFF	-0.4	4.2	-8.6	3.0	-2.6	2.5	-3.1	-5.7	7.6	3.3	2.8	-1.4	-2.9	1.9	-6.0	-11.7	-9.5	-1.1	-4.0	3.4	0.5
		BAL DIFF	-2.9	7.1	-5.4	3.9	-2.5	2.9	-2.0	-0.2	4.4	5.3	4.2	-2.8	-4.2	2.1	-6.9	-14.1	-9.2	-0.0	-4.1	2.7	1.3
*3	9 76.8	% DIFF	-2.7	5.0	-4.1	3.8	-2.2	2.1	-1.6	-10.2	2.5	0.8	0.7	-0.1	0.1	2.1	-7.6	-13.5	-6.4	0.4	-3.0	3.4	-1.4
		BAL DIFF	-4.5	7.0	-4.9	5.0	-2.1	2.0	-0.4	-1.6	3.7	2.1	2.2	-1.8	-1.3	2.5	-7.8	-15.6	-6.6	0.9	-3.2	2.4	0.1
*4	9 71.1	% DIFF	-2.3	5.8	-2.6	1.1	-2.9	2.8	1.2	-9.9	4.4	1.2	1.8	-1.1	0.3	2.1	-6.7	-12.5	-1.2	-0.9	-1.7	1.0	-2.5
		BAL DIFF	-3.9	7.8	-3.4	2.1	-2.8	2.7	1.4	-3.5	2.3	2.9	2.7	-2.7	-1.2	2.2	-7.3	-12.7	-1.4	-0.3	-2.1	2.4	-1.3
5	9 55.5	% DIFF	-0.4	1.0	-1.8	1.9	-2.6	2.5	-9.7	-7.0	4.5	1.6	0.1	1.4	1.1	2.0	-7.4	-10.5	-12.7	-1.6	2.1	1.6	-5.7
		BAL DIFF	-2.2	3.2	-2.0	2.1	-2.7	2.6	-8.3	-0.4	2.4	2.2	0.6	0.4	-0.1	1.7	-5.9	-9.2	-11.1	-0.9	1.7	1.0	-8.9

EXPP. I52 (Text for this exercise has not been released)

1	13 33.3	% DIFF	1.3	-2.2	1.8	-1.6	-4.2	4.1	8.2	2.6	-1.1	8.4	-1.7	-1.1	-0.8	-0.7	2.7	4.1	-5.7	-3.5	2.8	0.4	-4.9
		BAL DIFF	2.0	-2.0	1.3	-1.9	-3.8	3.7	7.7	1.8	-0.8	8.1	-1.7	-1.8	0.0	-0.6	3.0	4.7	-6.8	-1.2	2.2	0.7	-4.1
2	13 25.9	% DIFF	1.3	-1.1	0.9	-1.6	1.5	-1.5	-7.7	0.5	-6.6	4.4	-1.0	5.1	-0.4	-0.6	5.2	-3.0	-1.7	0.9	-0.6	1.9	-4.4
		BAL DIFF	1.1	-2.2	1.2	-0.8	1.8	-1.8	-7.6	-2.9	-6.1	5.0	-1.5	5.4	0.4	-1.1	7.4	-1.7	0.1	1.0	-1.1	1.1	-4.8
3	13 66.2	% DIFF	-2.6	0.7	2.8	-1.1	-1.1	1.1	-9.3	-0.7	-8.6	-8.2	2.4	1.5	5.1	-0.9	10.1	-11.8	11.1	-1.9	2.1	-0.2	-6.8
		BAL DIFF	-3.1	-2.2	3.3	1.3	-1.2	1.2	-11.7	-7.6	-2.7	-8.3	3.0	2.3	6.1	-1.6	15.0	-12.1	13.2	-4.6	1.6	-0.2	-8.0
4	13 59.6	% DIFF	-1.3	3.5	0.7	-2.5	0.1	-0.1	5.1	-1.7	-0.8	-3.4	-0.7	-2.6	4.5	-0.7	8.4	-0.6	-9.7	0.4	-0.3	2.8	-12.8
		BAL DIFF	0.1	3.0	-0.1	-2.6	0.4	-0.4	4.2	-6.2	-0.1	-2.0	-0.1	-2.8	4.7	-1.4	7.1	4.0	-12.3	-1.5	-0.4	1.6	-12.5
5	13 90.2	% DIFF	-2.7	1.1	3.1	-1.7	2.0	-2.1	1.6	-6.5	-1.5	2.3	1.6	-1.8	1.1	0.1	0.1	-1.5	1.1	-0.1	-1.8	2.7	-7.5
		BAL DIFF	-3.6	1.7	2.7	-1.9	2.0	-2.0	1.1	-7.9	-4.9	3.2	1.9	-1.3	0.6	-0.5	2.5	1.1	0.7	-0.9	-2.1	1.0	-6.8

EXPP. I53 (Text for this exercise has not been released)

1	A1 59.4	% DIFF	-0.7	4.9	3.1	-9.3	-9.3	5.2	-4.2	2.5	13.1	-3.2	9.9	-8.0	-13.2	1.8	-11.3	-12.8	-15.3	3.9	10.7	12.8	-16.5
		BAL DIFF	-1.0	18.2	1.4	-13.7	-8.8	5.0	-7.3	7.5	11.8	2.5	6.0	-8.7	-14.9	1.6	-12.9	-8.6	-15.9	3.7	9.8	13.3	-11.7

Item	Age	Total Pval		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			PARENT'S HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Rest Of Big City	Suburban Fringe	Medium City	Small City	Non Black	Black	Unknown	None	Some	Graduated	Post	Unknown
2	A1	55.5	% DIFF	3.8	3.1	-0.5	-7.7	-11.6	6.5	0.9	8.0	11.8	-15.7	2.1	-3.0	-6.5	1.0	-6.5	-3.5	-15.9	5.3	8.3	11.8	-8.3
			BAL DIFF	2.8	8.9	-1.1	-10.3	-11.7	6.6	-2.8	9.9	9.8	-13.2	-1.1	0.5	-5.6	0.6	-6.8	17.8	-17.7	6.1	8.6	13.7	-9.8
3	A1	45.7	% DIFF	-3.3	1.1	8.0	-2.8	-13.9	7.8	-5.7	16.3	9.1	-10.8	8.1	-7.7	-8.6	-0.0	-0.8	6.3	-8.6	3.6	3.6	14.6	-23.8
			BAL DIFF	-2.0	3.6	3.3	-5.8	-13.9	7.8	-8.3	15.5	5.3	-10.2	0.6	-1.9	-3.9	-0.3	-0.6	19.8	-10.8	8.9	3.3	16.6	-22.9
EXCP. 154			(Text for this exercise has not been released)																					
1	A1	82.4	% DIFF	0.9	3.7	-8.6	2.3	-11.8	7.7	9.3	-6.2	13.1	-8.0	2.2	-9.6	1.6	0.3	-2.8	1.0	-2.1	6.6	-1.5	3.1	-18.3
			BAL DIFF	0.3	5.0	-5.5	2.6	-12.9	7.8	9.8	-7.0	9.6	-6.7	3.6	-8.7	0.2	0.0	0.0	-0.1	-0.1	3.9	-2.1	3.6	-18.2

APPENDIX E

PROCEDURES FOR ESTIMATING RELIABILITY OF DIFFERENCES

APPENDIX E

PROCEDURES FOR ESTIMATING RELIABILITY OF DIFFERENCES

Only a sample of Americans at each age group responded to each exercise, yet National Assessment results are concerned with whole populations--sometimes with all 9-year-olds in the country, sometimes with all 13-year-old boys, sometimes with all 17-year-olds in the Northeast, sometimes with all adults in medium-size cities, and so on. Thus, in interpreting National Assessment results it is necessary to make inferences about population facts from sample results.

The samples taken in National Assessment were well designed scientific probability samples. As a result, it is possible to estimate how large the differences between sample values and corresponding population values are likely to have been for almost any quantity we choose to calculate from the results--for example, a sex difference. Note that in estimating how far sample values are likely to vary around population values we never learn exactly how much our particular samples actually did differ from the population. As a result, conclusions stated either in numbers or in words are approximate rather than exact, slightly blurred rather than sharp. Whatever rule we may use to decide whether a difference obtained with our sample is large enough to reflect a population difference, that rule will be less than perfect. Occasionally a difference in the population will be inferred when none really exists, and occasionally a population difference large enough to matter will be overlooked.

The basic rule we use to identify differences large enough to comment on is that a difference should be at least twice as large as its standard error (as defined in the following paragraphs). Under ordinary assumptions this rule makes the probability of discussing a difference where none exists about 1 in 20.

Variances and Standard Errors

Estimating standard errors for National Assessment results involves considerable technical detail.

The samples drawn for the first assessment, both in and out of school, involved careful designs in which the country was divided into areas called strata. For

every exercise except E13 and E14[1], results were obtained for two groups of respondents in each stratum. To assess sampling variability, it is necessary to estimate how far the results of the 1969-70 administration of an exercise would have varied had different groups of respondents been randomly selected within each stratum.

In this situation, the use of two groups of respondents per stratum allows us to calculate an estimate of a measure of variability, the sampling variance, defined as the average square of the difference in result between a single administration and the average result for all possible administrations. The standard error is defined as the square root of the estimated sampling variance.

Standard errors were estimated for every exercise result for each sex, region, and community size. These standard errors vary from one exercise to another for several reasons, including:

1. Different sample sizes for some exercises. (E13 and E14, as noted, had smaller planned sample sizes. Certain other exercises were excluded in a few jurisdictions.)

2. The decrease in variance customarily accompanying very easy or very hard exercises.

3. Larger or smaller differences in the sizes of actual school-to-school differences. (In some cases these presumably reflect the greater or lesser effect or extent of curriculum variations.)

4. Sampling variations inevitable in the process of estimating sampling variability.

Since standard errors do vary from one exercise or result to another, it might be appropriate to estimate the standard error for each difference separately in order to estimate the reliability of that difference. The individual standard errors of observed and balanced differences are included in this appendix for those who wish to use them in estimating the reliability of any comparison. The findings

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[1] These two exercises involved observing small groups of 13- or 17-year-olds interacting on a common task and required specially trained administrators. For economic reasons they were administered to a smaller sample, often to only one group in a stratum.

and comments of chapters 2 - 6 are based on a procedure which uses a combined standard error for the group being examined (e.g., Blacks) to determine whether a difference between a group and national performance could be considered statistically reliable. The combined standard error used was the median standard error over all Citizenship results in exhibits for the distribution under consideration, say 9-year-olds in the Extreme Inner City. The median standard error was chosen, rather than some other combined standard error, because it is little affected by the presence or absence or extreme values. The procedure went as follows:

1. Median differences between a group (e.g., 9-year-old Blacks) and national performance were examined; if the difference exceeded one and one half times the median standard error for the group, it was considered a reliable difference.

2. Individual exercises were chosen for discussion in order to illustrate general statements summarizing results on all Citizenship exercises, or on each goal. The exercises were discussed in relation to two standards: the national performance, and the group's typical performance (defined by its median difference from national performance). Exercises were considered to differ statistically from the standard if the difference in performance on the exercise and the standard was at least twice the median standard error for the group. Since percentages near 0 or 100 tend to have small standard errors, for every national result over 90% or less than 10% we used the standard error for that particular result, rather than the combined standard error.

3. Standard errors for group participation exercises E13 (age 9) and E14 (ages 13 and 17) often differed markedly from the median standard errors. Any discussion of these group tasks alerts the reader to any large standard errors among the particular groups being discussed.

A table of median standard errors of differences (group vs. national) for each level of parental education, color (Black), TOC, region, and sex appears in Exhibit E-1. The medians are based on all results in Appendix D, except results which are noted there as being excluded from all exhibits.

Standard errors for each observed and balanced result are shown for the nation and each group in the remainder of this appendix. The heading "Big City" refers to "Rest of Big City"; the heading "Urban Fringe" refers to "Suburban Fringe." An asterisk in the left margin indicates the result was not in exhibits.

Exhibit E-1

Median standard error of difference between group and national percentage for each group and age

	Region				Sex		Color
Age	North-east	South-east	Central	West	Male	Female	Black
9	2.3	2.6	2.2	2.3	1.3	1.3	3.3
13	2.1	2.4	2.0	2.2	1.2	1.1	2.8
17	2.6	2.9	2.5	2.6	1.5	1.4	3.1
adult	3.1	3.9	2.9	3.5	2.0	1.8	4.7

Size and Type of Community

Age	Extreme Rural	Inner City	Ext. Aff. Suburb	Rest of Big City	Suburban Fringe	Medium City	Small City
9	4.7	3.8	3.7	3.5	2.5	2.5	2.5
13	4.0	3.7	3.2	3.5	2.5	2.3	2.4
17	4.9	3.7	4.4	3.0	3.0	2.8	2.8
adult	5.4	5.8	4.5	5.7	3.3	3.5	3.6

High School Education

Age	Grade School	Some High School	High School	Beyond High School	Unknown
9	6.3	4.4	2.1	1.6	2.2
13	5.6	3.2	1.6	1.3	3.8
17	5.2	3.1	1.9	1.6	7.7
adult	3.0	4.2	3.2	3.2	7.4

				REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
REER	RES	AGE		N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
A	1	1	9	STD ERR	2.2	2.5	2.5	2.8	1.4	1.4	5.4	4.4	4.6	3.3	3.1	2.6	2.3	0.6	3.8	4.6	6.5	5.1	2.6	1.8	2.5
				B SD ERR	2.2	2.3	2.5	2.6	1.3	1.3	4.9	4.6	4.8	3.2	3.0	2.5	2.2	0.6	3.8	4.8	6.5	5.0	2.5	1.8	2.6
A	1	1	13	STD ERR	1.8	1.6	1.5	1.9	1.1	1.1	3.7	3.2	3.8	3.9	1.7	2.2	1.9	0.4	2.2	3.5	6.8	3.9	1.8	1.1	3.9
				B SD ERR	1.8	1.8	1.6	1.9	1.1	1.1	3.8	3.2	3.7	3.9	1.9	2.1	1.9	0.4	2.3	4.0	6.4	4.0	1.9	1.2	3.8
A	1	2	9	STD ERR	2.1	2.3	2.4	2.8	1.4	1.4	6.3	5.3	4.0	3.3	3.0	3.0	2.4	0.6	4.3	4.5	7.3	5.0	2.6	1.8	2.6
				B SD ERR	2.2	2.2	2.5	2.9	1.4	1.4	5.9	5.3	4.2	3.2	2.8	2.9	2.3	0.7	4.1	5.2	7.6	5.1	2.5	1.8	2.7
A	1	2	13	STD ERR	2.2	2.1	2.2	2.3	1.3	1.2	4.7	4.3	3.8	3.9	2.1	2.5	2.3	0.5	2.5	3.4	7.1	4.1	2.2	1.5	3.3
				B SD ERR	2.1	2.2	2.2	2.4	1.3	1.2	5.1	4.9	4.0	3.9	2.3	2.5	2.3	0.5	3.1	4.1	6.7	4.2	2.2	1.4	3.4
A	1	3	9	STD ERR	2.0	2.3	2.1	2.2	1.4	1.4	5.5	4.9	3.6	3.5	2.6	2.5	2.4	0.6	4.2	4.2	7.4	4.9	2.4	1.8	2.6
				B SD ERR	2.0	2.2	2.3	2.3	1.3	1.4	5.3	5.0	3.9	3.7	2.5	2.4	2.4	0.7	4.2	4.7	7.5	5.0	2.4	1.8	2.7
A	1	3	13	STD ERR	2.2	2.4	1.9	2.4	1.4	1.4	4.4	4.6	4.0	4.1	2.4	2.5	2.5	0.5	2.6	3.7	7.7	4.1	2.3	1.5	3.8
				B SD ERR	2.1	2.6	1.9	2.6	1.4	1.4	4.9	5.3	4.2	4.1	2.3	2.4	2.5	0.6	3.4	4.4	7.6	4.2	2.4	1.5	3.7
A	1	4	9	STD ERR	2.4	2.2	1.9	2.0	1.2	1.3	4.1	4.9	3.5	3.3	2.5	2.3	2.6	0.5	3.4	4.5	6.4	5.1	2.4	1.8	2.5
				B SD ERR	2.4	2.3	2.0	2.0	1.2	1.3	4.1	5.4	3.8	3.4	2.5	2.2	2.6	0.6	3.8	4.4	6.5	5.2	2.3	1.8	2.6
A	1	4	13	STD ERR	2.2	2.4	2.1	2.6	1.4	1.4	3.7	4.3	4.2	4.1	2.4	2.4	2.7	0.5	2.9	4.0	8.8	3.8	2.3	1.5	3.6
				B SD ERR	2.2	2.6	2.1	2.8	1.4	1.3	4.1	5.0	4.3	4.1	2.5	2.3	2.7	0.7	3.7	4.6	8.5	4.0	2.3	1.5	3.7
A	1	5	9	STD ERR	1.6	1.9	1.5	2.2	1.1	1.1	3.5	4.1	2.5	2.7	1.9	2.4	1.9	0.4	2.8	3.3	5.6	3.8	1.8	1.3	2.0
				B SD ERR	1.6	2.2	1.6	2.3	1.1	1.1	3.4	4.4	2.7	2.8	2.0	2.4	1.9	0.5	3.2	3.6	5.4	3.9	1.7	1.3	1.9
A	2	1	9	STD ERR	2.5	2.7	2.2	2.9	1.5	1.5	5.2	3.9	4.4	3.5	2.7	3.0	2.7	0.6	3.6	4.0	6.8	4.9	2.5	1.8	2.5
				B SD ERR	2.6	2.8	2.1	2.9	1.4	1.5	4.9	4.2	4.4	3.4	2.7	2.9	2.8	0.7	4.1	5.1	7.0	4.8	2.5	1.8	2.6
A	2	1	13	STD ERR	1.9	1.9	1.5	1.7	1.3	1.3	3.9	4.1	3.0	2.8	2.3	2.1	2.0	0.5	2.6	3.6	7.3	3.4	1.6	1.1	4.0
				B SD ERR	1.8	2.1	1.5	1.5	1.2	1.2	3.5	4.5	3.0	2.6	2.0	1.9	2.0	0.5	2.8	3.7	7.5	3.3	1.6	1.1	4.2
A	2	2	9	STD ERR	2.6	2.6	2.5	3.3	1.5	1.6	4.9	3.8	5.0	3.3	2.7	3.4	2.6	0.6	3.3	3.7	7.4	5.5	2.6	1.8	2.7
				B SD ERR	2.7	2.8	2.5	3.3	1.5	1.5	4.6	4.3	4.8	3.1	2.7	3.3	2.6	0.7	3.9	4.8	7.7	5.4	2.6	1.9	2.8
A	2	2	13	STD ERR	1.9	2.2	1.7	2.3	1.3	1.3	3.9	4.1	4.1	2.8	2.6	2.2	1.7	0.5	2.8	4.5	7.4	3.3	1.9	1.3	3.8
				B SD ERR	1.8	2.1	1.6	2.2	1.2	1.2	3.7	4.5	4.0	2.6	2.4	2.0	1.5	0.7	3.1	4.9	7.9	3.2	1.9	1.3	3.9
A	3	1	13	STD ERR	1.8	1.6	1.4	2.1	1.1	1.1	3.1	3.8	2.5	3.5	2.0	1.9	1.5	0.5	3.0	4.1	8.3	3.1	1.7	1.3	3.8
				B SD ERR	1.8	1.6	1.4	2.1	1.1	1.1	3.1	4.2	2.6	4.0	2.0	1.7	1.5	0.6	3.4	4.4	8.0	3.4	1.8	1.4	4.2
A	3	1	17	STD ERR	1.0	1.9	1.3	1.4	0.9	0.8	2.0	2.5	1.9	1.6	1.3	1.5	2.0	0.4	2.2	3.9	1.8	2.0	1.0	0.9	29.8
				B SD ERR	1.0	1.8	1.2	1.3	0.8	0.8	2.1	2.8	2.1	1.8	1.4	1.6	2.2	0.4	2.5	4.4	3.6	2.1	1.0	1.0	30.2
A	3	1	Ad	STD ERR	2.8	3.5	2.6	3.7	1.9	1.8	5.6	6.9	3.3	6.0	4.0	3.1	3.9	0.5	2.9	6.5	2.2	4.9	3.2	2.9	10.2
				B SD ERR	2.3	3.2	2.5	3.9	1.8	1.6	5.6	6.7	3.2	6.0	3.8	3.0	3.5	0.6	3.4	6.7	2.3	4.8	2.9	2.9	9.8
A	3	2	13	STD ERR	2.4	4.0	2.1	2.0	1.3	1.3	4.0	4.3	2.4	3.0	3.3	3.1	2.9	0.5	2.7	5.0	10.3	3.4	2.4	1.5	4.6
				B SD ERR	2.5	4.9	2.1	2.1	1.3	1.3	4.0	4.3	2.7	3.0	3.1	2.9	3.3	0.7	3.7	4.8	10.4	3.7	2.4	1.4	4.7
A	3	2	17	STD ERR	1.3	1.4	1.1	1.2	0.7	0.7	1.8	1.8	1.8	1.4	0.9	1.4	1.7	0.4	2.6	3.5	5.1	1.7	0.8	0.8	30.7
				B SD ERR	1.4	1.5	0.9	1.1	0.7	0.6	2.1	3.2	1.9	1.7	0.8	1.7	1.6	0.4	2.5	3.4	4.9	1.9	0.9	0.9	30.2
A	3	2	Ad	STD ERR	2.7	2.9	2.8	5.1	2.1	1.9	5.7	5.2	3.0	5.6	3.9	3.0	3.4	0.5	3.1	4.8	2.7	4.7	4.0	2.8	10.4
				B SD ERR	2.3	2.9	2.9	5.2	2.0	1.8	5.6	5.1	3.5	5.8	3.6	2.8	3.3	0.5	3.1	5.9	2.6	4.6	3.6	2.6	10.2
A	3	3	13	STD ERR	2.3	3.0	2.3	2.4	1.3	1.3	5.0	3.1	4.9	4.3	2.9	2.4	3.1	0.6	3.2	3.1	9.1	4.3	2.2	1.6	5.5
				B SD ERR	2.4	3.1	2.3	2.5	1.2	1.2	5.2	3.8	5.0	4.0	2.8	2.3	3.2	0.6	3.4	3.9	8.6	4.1	2.1	1.6	5.6

A 3	3	17	STD ERR	4.0	4.9	3.3	5.6	1.6	1.5	3.9	4.4	6.5	4.1	4.8	4.4	4.9	0.9	3.4	11.1	6.6	4.2	2.2	2.2	31.3
			B SD ERR	3.6	4.2	3.2	4.9	1.5	1.3	3.8	4.3	6.0	3.8	4.8	4.2	4.3	0.8	3.5	9.4	6.4	3.8	2.0	2.0	32.3
A 3	3	Ad	STD ERR	4.6	5.3	3.8	5.3	2.4	2.2	6.0	7.0	6.5	7.8	4.1	4.5	5.1	1.0	5.8	8.1	3.4	5.0	4.3	4.2	7.2
			B SD ERR	4.0	5.7	3.6	5.7	2.3	2.0	5.5	6.5	6.5	8.2	3.7	4.2	4.8	1.0	5.4	8.3	3.4	4.8	3.9	3.8	7.0
A 3	4	13	STD ERR	1.5	1.9	2.3	2.1	1.0	1.0	2.2	2.9	2.1	2.6	1.8	1.7	3.4	0.4	2.2	1.7	2.5	2.6	1.6	1.3	2.9
			B SD ERR	1.3	2.3	2.3	2.0	1.0	1.0	2.2	3.5	2.2	2.9	2.0	1.6	3.5	0.4	2.5	2.1	2.5	2.6	1.5	1.5	3.6
A 3	4	17	STD ERR	3.8	3.3	2.3	2.9	1.1	1.0	3.6	3.0	3.9	2.4	4.2	2.4	3.4	0.5	2.4	6.4	2.6	4.0	1.9	1.6	5.6
			B SD ERR	3.3	3.1	2.2	2.7	1.0	1.0	3.4	2.9	3.6	2.3	3.7	2.6	2.9	0.6	2.9	7.5	2.6	3.9	1.7	1.6	6.4
A 3	4	Ad	STD ERR	3.7	2.8	2.6	3.8	2.2	2.0	4.2	5.3	4.6	5.4	2.2	3.7	3.1	0.7	5.5	7.5	2.6	4.1	2.7	3.5	3.3
			B SD ERR	3.3	3.1	2.6	3.7	2.2	2.0	4.2	7.0	4.6	5.8	2.3	3.9	3.0	0.8	6.4	7.7	2.6	3.9	2.8	3.3	3.7
A 3	5	13	STD ERR	0.9	1.0	1.8	1.1	0.5	0.5	1.8	0.9	1.1	1.3	0.9	0.9	2.8	0.2	1.2	0.9	0.9	0.9	1.5	0.9	1.0
			B SD ERR	0.6	1.5	1.6	1.0	0.4	0.4	1.8	1.1	0.8	1.4	1.2	0.8	2.7	0.2	1.3	0.8	0.7	0.8	1.5	1.0	0.7
A 3	5	17	STD ERR	1.3	0.7	0.7	1.2	0.7	0.6	1.2	1.5	3.9	0.9	1.1	0.8	0.9	0.2	1.0	1.0	0.7	0.7	0.7	0.8	5.3
			B SD ERR	1.1	0.8	0.7	1.2	0.6	0.5	1.2	1.6	3.5	1.0	1.3	0.9	0.9	0.2	1.2	1.1	0.7	0.6	0.7	0.6	5.3
A 3	5	Ad	STD ERR	2.0	1.2	1.4	1.9	1.0	0.9	1.5	1.8	3.3	3.8	1.6	1.9	1.2	0.5	3.8	5.4	1.1	2.6	1.5	2.1	1.1
			B SD ERR	1.9	1.2	1.4	1.9	1.0	1.0	1.7	2.7	3.2	4.1	2.0	2.1	1.1	0.6	4.7	5.4	1.2	2.6	1.5	1.9	1.3
A 3	6	13	STD ERR	2.5	4.9	2.4	2.1	1.2	1.3	3.1	3.2	2.2	2.6	3.9	3.5	3.0	0.5	3.4	3.9	8.6	2.9	2.4	1.4	4.1
			B SD ERR	2.8	5.7	2.2	2.2	1.3	1.4	3.2	3.5	2.8	2.6	3.6	3.2	3.4	0.7	4.6	4.1	9.3	3.2	2.3	1.2	4.4
A 3	6	17	STD ERR	1.2	0.9	0.6	0.9	0.6	0.5	0.6	3.5	1.6	1.4	0.5	0.9	1.0	0.4	2.6	2.5	5.1	1.2	0.6	0.6	7.4
			B SD ERR	1.4	1.2	0.6	0.9	0.6	0.5	0.7	2.7	1.6	1.4	0.6	1.0	0.9	0.3	2.1	2.3	4.9	1.4	0.6	0.6	6.7
A 3	6	Ad	STD ERR	1.8	2.8	1.7	1.6	1.1	1.0	2.6	2.1	1.3	4.5	1.7	2.1	3.3	0.3	1.9	4.1	1.5	3.2	1.3	2.3	4.1
			B SD ERR	1.5	3.2	1.6	1.8	1.0	0.9	2.8	2.3	1.8	4.1	2.0	2.2	3.4	0.4	2.3	4.4	1.5	3.0	1.3	2.0	4.4
A 4	1	13	STD ERR	2.3	2.3	1.8	2.6	1.2	1.2	3.0	3.0	4.0	3.8	2.6	2.5	2.4	0.4	2.5	4.0	6.8	4.4	2.0	1.2	3.5
			B SD ERR	2.2	2.3	1.7	2.5	1.2	1.1	2.3	3.5	4.1	3.8	2.6	2.3	1.9	0.5	2.7	4.8	7.1	4.4	2.0	1.1	3.2
A 4	1	17	STD ERR	2.0	2.6	1.4	2.7	1.3	1.2	6.3	2.5	4.0	2.3	2.0	3.1	2.2	0.7	1.7	2.5	3.1	2.5	1.8	1.6	7.2
			B SD ERR	2.0	2.5	1.5	2.7	1.2	1.0	5.1	2.2	4.0	2.4	2.0	3.0	2.4	0.7	2.5	3.8	3.0	2.4	1.8	1.7	8.0
A 4	1	Ad	STD ERR	2.9	3.3	3.0	3.1	1.9	1.8	6.1	4.5	3.4	5.3	4.1	3.7	3.1	0.6	3.6	4.8	3.3	4.2	2.9	2.8	9.5
			B SD ERR	3.0	3.6	3.1	3.0	1.8	1.7	5.2	5.0	3.6	5.6	4.0	3.4	3.4	0.8	4.1	7.2	3.5	3.9	2.7	3.3	8.3
A 4	2	13	STD ERR	2.2	2.4	1.8	2.3	1.3	1.3	3.4	3.0	4.5	4.1	2.2	2.4	3.2	0.4	2.4	4.3	8.5	3.0	1.7	1.3	2.9
			B SD ERR	2.1	2.3	1.7	2.2	1.2	1.2	3.0	3.3	4.1	4.2	2.1	2.1	2.4	0.5	2.8	4.3	7.3	3.0	1.6	1.2	2.6
A 4	2	17	STD ERR	1.7	2.9	1.6	2.6	1.3	1.2	6.3	2.3	3.6	3.3	2.2	2.7	2.2	0.6	1.8	2.9	4.3	2.3	1.8	1.6	7.7
			B SD ERR	1.6	2.9	1.6	3.5	1.3	1.1	5.6	2.6	3.5	3.4	2.1	2.5	2.2	0.7	2.7	3.9	4.1	2.2	1.7	1.7	7.7
A 4	2	Ad	STD ERR	2.9	3.3	3.2	3.5	2.0	1.8	6.6	7.0	4.0	5.9	4.6	3.6	3.8	0.8	5.0	4.3	3.5	4.0	3.4	3.1	8.9
			B SD ERR	3.0	3.6	3.0	3.3	1.8	1.7	5.3	6.8	4.1	5.8	4.3	3.6	3.9	0.9	5.2	5.6	3.3	3.8	3.4	3.4	8.9

EXER	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Black Other	None	Some	Graduated	Post	Unknown
A 4	3	13	STD ERR	2.4	2.2	1.7	2.8	1.3	1.2	4.0	3.3	2.8	3.7	2.3	2.7	2.1	0.5	2.5	5.4	6.4	3.4	1.6	1.0	4.4
			B SD ERR	2.3	2.3	1.5	2.9	1.2	1.1	3.6	3.2	2.8	3.8	2.4	2.6	2.0	0.5	2.8	6.0	6.3	3.4	1.5	1.1	4.0
A 4	3	17	STD ERR	1.8	2.8	1.9	3.0	1.0	0.9	5.0	2.9	3.5	2.5	2.9	2.3	2.6	0.4	2.2	2.7	4.4	1.9	1.6	1.4	6.5
			B SD ERR	1.9	3.2	2.0	3.2	1.0	0.9	5.4	3.1	3.7	2.9	2.9	2.4	2.6	0.6	2.8	3.4	4.8	1.9	1.6	1.5	7.2
A 4	3	Ad	STD ERR	2.9	6.0	3.1	2.6	1.8	1.6	4.7	7.3	3.2	4.7	3.9	4.8	3.0	0.7	4.8	5.7	2.9	3.5	2.5	2.6	8.6
			B SD ERR	2.8	5.4	2.8	2.4	1.5	1.3	4.5	6.8	2.7	4.5	3.7	3.8	3.6	0.7	4.6	6.5	2.9	3.8	2.4	2.4	9.3
A 4	4	13	STD ERR	2.0	2.1	1.4	2.8	1.0	0.9	4.5	3.1	2.7	2.6	2.4	2.2	2.3	0.4	2.3	4.3	7.6	2.8	1.7	1.1	3.9
			B SD ERR	2.1	2.1	1.4	2.7	0.9	0.9	4.3	3.3	2.8	2.8	2.5	2.1	1.7	0.4	2.4	4.5	8.1	2.7	1.7	1.1	3.9
A 4	4	17	STD ERR	1.4	2.3	1.3	2.1	1.0	0.9	5.3	2.3	2.5	1.8	1.8	2.4	2.8	0.4	1.5	3.9	3.2	1.8	1.1	1.2	9.0
			B SD ERR	1.5	2.6	1.4	2.0	0.9	0.8	6.0	2.4	2.8	1.9	1.9	2.4	3.0	0.6	2.3	5.0	3.2	2.0	1.2	1.3	9.6
A 4	4	Ad	STD ERR	2.3	3.5	1.9	2.1	1.4	1.3	4.2	4.9	2.9	4.2	2.6	2.3	2.3	0.5	3.5	2.1	2.7	2.8	1.9	1.5	9.1
			B SD ERR	2.2	3.3	2.0	2.1	1.2	1.1	4.4	5.3	2.3	4.1	2.7	2.3	2.5	0.5	3.8	3.3	2.7	2.8	1.9	1.7	9.4
A 4	5	13	STD ERR	1.8	1.8	1.2	2.1	1.0	1.0	3.1	2.9	2.3	2.9	1.9	2.0	1.7	0.4	2.2	3.6	9.1	2.8	1.8	1.0	2.5
			B SD ERR	1.7	1.6	1.2	2.3	0.9	0.9	2.4	3.0	2.0	2.9	1.8	1.9	1.4	0.4	2.5	3.6	9.2	2.6	1.7	1.1	2.4
A 4	5	17	STD ERR	1.5	2.1	1.2	2.5	0.8	0.7	4.5	2.2	2.8	2.2	1.5	1.6	2.8	0.5	2.3	3.7	4.2	2.1	0.9	1.1	6.0
			B SD ERR	1.5	2.0	1.2	2.5	0.8	0.7	5.0	2.5	2.6	2.2	1.5	1.8	2.8	0.5	2.2	4.4	4.2	2.1	0.9	1.1	5.8
A 4	5	Ad	STD ERR	2.2	3.0	1.6	2.2	1.3	1.3	3.9	4.8	2.7	4.6	2.3	2.2	2.2	0.5	3.4	4.6	2.8	2.9	1.7	1.4	9.2
			B SD ERR	2.1	3.0	1.7	2.1	1.1	1.1	3.3	5.0	2.3	4.7	2.4	2.1	2.4	0.6	3.7	5.3	2.8	2.8	1.8	1.8	9.3
A 4	6	13	STD ERR	1.6	1.5	1.0	1.9	0.9	0.9	2.5	2.6	2.4	2.1	1.6	1.7	1.5	0.4	2.4	4.0	6.6	2.3	1.5	0.9	3.1
			B SD ERR	1.5	1.3	0.9	1.7	0.8	0.8	1.9	3.0	2.0	2.3	1.5	1.5	1.0	0.4	2.4	4.2	7.0	1.9	1.5	0.9	2.8
A 4	6	17	STD ERR	1.5	2.4	1.2	2.8	1.1	1.0	5.3	2.2	3.5	2.2	1.6	2.5	2.3	0.3	1.4	1.4	3.6	1.9	1.3	1.4	4.6
			B SD ERR	1.7	2.6	1.3	3.0	1.0	0.9	5.0	2.5	3.8	2.5	1.6	2.4	2.4	0.5	2.4	2.7	1.7	2.0	1.3	1.5	4.4
A 4	6	Ad	STD ERR	2.2	3.9	2.7	1.9	1.5	1.3	4.7	3.0	2.3	3.9	3.0	2.1	2.5	0.4	2.7	2.4	3.0	3.5	2.1	1.9	7.8
			B SD ERR	2.1	4.2	2.4	2.0	1.3	1.2	4.3	3.5	2.2	3.8	3.8	2.1	2.7	0.4	3.3	3.7	3.0	3.6	2.1	2.2	7.3
A 4	7	13	STD ERR	2.3	2.8	1.6	3.4	1.5	1.4	5.5	4.1	3.2	3.4	2.3	2.6	3.2	0.5	3.0	5.3	7.8	3.8	2.0	1.4	4.1
			B SD ERR	2.2	2.6	1.7	3.2	1.3	1.2	4.6	4.3	3.0	3.5	2.1	2.4	2.1	0.5	3.0	5.3	6.9	3.3	2.0	1.3	4.1
A 4	7	17	STD ERR	2.0	2.6	1.5	3.3	1.2	1.1	7.0	2.6	4.3	2.6	1.9	2.9	3.2	0.6	1.8	4.7	4.3	2.3	1.8	1.6	7.6
			B SD ERR	2.0	2.8	1.6	3.5	1.1	1.0	7.1	2.9	4.5	3.1	1.9	2.8	3.6	0.7	2.7	5.4	4.3	2.5	1.8	1.8	7.4
A 4	7	Ad	STD ERR	2.5	3.1	2.9	2.7	1.6	1.6	5.8	4.3	4.2	5.3	4.3	2.8	3.2	0.6	3.7	3.7	3.4	3.8	2.9	2.7	8.6
			B SD ERR	2.6	3.2	2.8	2.6	1.6	1.5	4.7	4.4	4.0	5.1	3.8	2.6	3.0	0.7	4.3	5.9	3.2	3.8	2.5	3.1	7.4
A 4	8	13	STD ERR	2.9	2.1	1.8	3.4	1.4	1.4	6.0	3.8	4.3	4.7	2.9	2.9	3.3	0.6	3.2	6.2	6.2	4.2	2.2	1.4	4.8
			B SD ERR	2.9	2.2	1.8	3.5	1.3	1.3	5.3	4.3	4.2	5.1	3.0	2.8	2.5	0.6	3.2	6.6	5.8	4.0	2.2	1.4	4.4
A 4	8	17	STD ERR	2.5	2.8	2.6	3.3	1.4	1.3	6.4	2.8	4.7	3.9	3.6	2.9	2.8	0.9	3.4	5.3	5.8	3.0	1.9	1.8	5.1
			B SD ERR	2.5	3.0	2.6	3.4	1.4	1.3	6.0	3.2	5.1	4.3	3.5	3.1	3.2	0.9	3.8	5.9	5.7	2.9	1.9	1.8	6.6
A 4	8	Ad	STD ERR	3.5	3.6	3.1	4.0	2.0	1.8	6.1	6.9	5.2	5.8	4.6	4.2	4.2	0.9	5.2	6.3	4.0	3.8	3.3	3.2	8.4
			B SD ERR	3.1	3.5	3.0	4.0	2.0	1.8	5.2	7.0	5.0	5.7	4.3	3.8	4.3	0.9	5.8	7.9	3.8	3.9	3.3	3.4	6.6
A 5	1	13	STD ERR	2.0	2.4	1.8	2.2	1.1	1.2	5.1	4.0	2.8	3.5	2.6	1.6	2.7	0.7	2.9	4.0	5.6	3.1	1.4	1.3	6.0
			B SD ERR.	1.9	2.2	1.7	1.9	1.1	1.2	4.9	4.3	2.9	3.2	2.6	1.8	2.5	0.6	3.1	3.9	5.5	3.2	1.3	1.3	5.7
A 5	2	13	STD ERR	2.2	2.4	1.9	2.4	1.2	1.3	5.2	4.0	3.0	3.5	2.4	2.4	2.8	0.6	2.9	4.3	5.3	3.8	1.5	1.3	4.2
			B SD ERR	2.3	2.5	1.9	2.5	1.2	1.2	5.1	4.6	3.3	3.1	2.4	2.3	2.6	0.6	3.1	3.9	5.2	4.0	1.4	1.4	5.0

A 5	3	13	STD ERR	2.3	2.6	2.5	2.5	1.4	1.5	4.9	3.6	4.1	4.6	2.7	2.7	3.2	0.5	2.7	4.7	6.2	3.9	1.6	1.3	5.2
			B SD ERR	2.3	2.9	2.4	2.6	1.4	1.5	5.0	4.0	3.7	4.5	2.6	2.4	2.8	0.6	3.3	5.0	5.9	3.7	1.6	1.4	4.7
A 5	4	13	STD ERR	2.3	2.9	2.5	2.4	1.2	1.3	6.1	4.3	4.3	4.1	3.1	2.2	2.7	0.7	3.3	4.7	7.3	3.5	1.7	1.6	4.5
			B SD ERR	2.2	2.8	2.5	2.4	1.1	1.1	5.5	4.8	4.9	4.4	3.1	2.2	2.5	0.6	3.4	4.8	7.5	3.6	1.6	1.6	5.4
A 5	5	13	STD ERR	2.4	2.8	2.2	2.8	1.3	1.4	4.1	3.7	4.0	4.9	3.0	2.6	3.3	0.6	2.6	4.4	5.7	3.5	1.8	1.5	4.3
			B SD ERR	2.4	2.9	2.2	2.9	1.3	1.3	4.0	4.1	4.1	5.1	3.0	2.5	2.7	0.6	3.1	4.9	5.7	3.2	1.8	1.6	4.3
A 6	1	13	STD ERR	2.2	2.1	2.1	2.4	1.4	1.4	4.9	3.6	3.4	3.6	3.0	2.3	2.5	0.6	3.0	3.4	7.0	4.0	1.9	1.4	4.4
			B SD ERR	2.2	2.2	1.9	2.7	1.4	1.8	4.4	3.7	3.2	3.5	2.8	2.4	2.6	0.6	3.2	4.0	7.3	4.0	1.8	1.4	4.8
A 6	1	17	STD ERR	1.6	2.1	1.7	1.8	1.3	1.2	3.2	3.4	3.3	3.0	2.2	2.7	2.3	0.7	3.1	7.2	6.2	3.6	1.9	1.6	6.0
			B SD ERR	1.6	1.9	1.4	1.7	1.1	1.0	2.9	3.4	3.2	2.7	2.2	1.9	1.8	0.6	3.5	5.6	5.3	3.5	1.9	1.7	6.8
A 6	1	Ad	STD ERR	4.0	3.9	2.7	3.5	2.0	1.9	6.6	5.2	3.4	8.2	2.6	3.4	3.7	0.9	5.1	8.3	3.1	4.4	2.9	2.6	6.8
			B SD ERR	3.1	3.4	2.6	3.4	2.0	1.8	6.7	5.5	3.6	8.2	2.7	3.1	3.9	1.0	6.2	8.6	3.0	4.3	2.8	3.0	6.5
A 6	2	13	STD ERR	2.7	2.4	2.4	2.6	1.6	1.5	4.9	3.9	4.0	3.3	3.4	2.6	2.4	0.6	3.0	4.8	7.1	4.1	2.2	1.5	4.4
			B SD ERR	2.5	2.6	2.4	2.7	1.5	1.4	4.5	4.1	3.9	3.1	3.2	2.6	2.5	0.7	3.5	5.6	7.5	4.2	2.1	1.4	4.9
A 6	2	17	STD ERR	2.3	3.3	2.4	2.2	1.5	1.4	3.8	3.1	5.7	3.1	3.4	3.1	3.8	0.7	3.1	8.3	7.1	4.3	2.3	1.9	6.1
			B SD ERR	2.5	3.0	2.2	2.2	1.3	1.2	3.8	3.5	5.0	2.6	3.5	2.4	3.5	0.6	3.5	6.4	7.1	4.1	2.2	2.0	7.9
A 6	2	Ad	STD ERR	3.3	5.5	3.0	4.1	1.7	1.6	6.7	7.0	3.7	8.2	2.9	3.9	3.8	1.1	6.1	8.9	2.9	4.5	3.0	3.6	7.7
			B SD ERR	2.8	4.9	2.9	4.0	1.7	1.6	6.8	6.8	3.7	6.7	3.2	3.8	4.1	1.1	7.1	8.4	2.8	4.5	2.8	3.5	7.4
A 6	3	13	STD ERR	2.2	2.4	2.0	2.5	1.3	1.3	3.3	3.0	3.3	3.6	2.5	2.6	2.3	0.5	2.8	3.8	4.1	3.3	1.9	1.4	4.8
			B SD ERR	2.2	2.7	2.1	2.7	1.2	1.2	3.7	3.6	3.4	3.9	2.5	2.5	2.4	0.6	3.0	4.2	4.6	3.3	1.8	1.3	4.9
A 6	3	17	STD ERR	3.2	3.0	2.6	2.9	1.8	1.7	4.3	4.7	7.5	3.2	3.7	3.5	3.4	0.8	3.3	5.6	8.1	2.7	2.1	2.1	4.7
			B SD ERR	3.5	3.2	2.6	3.0	1.7	1.5	4.4	4.7	7.5	3.1	3.6	3.5	3.6	0.8	3.6	6.0	7.2	2.7	2.0	1.9	7.0
A 6	3	Ad	STD ERR	3.9	4.4	3.1	5.2	2.0	1.9	6.5	7.4	3.8	8.7	3.1	4.9	3.5	1.0	4.1	9.8	3.3	5.2	3.5	3.7	7.5
			B SD ERR	3.2	3.6	2.8	4.5	1.9	1.7	6.6	7.0	4.4	6.3	3.0	4.2	3.5	1.0	4.7	9.0	3.1	5.0	3.3	3.7	6.8
A 6	4	13	STD ERR	1.9	1.7	2.0	2.2	1.3	1.2	3.1	3.3	3.0	2.4	2.8	1.9	2.4	0.4	2.4	3.4	3.8	2.8	1.5	1.2	2.6
			B SD ERR	1.8	1.8	2.0	2.4	1.2	1.2	3.2	3.6	3.1	2.3	2.6	1.8	2.3	0.5	2.6	4.3	4.0	2.6	1.6	1.2	2.9
A 6	4	17	STD ERR	1.9	1.6	1.4	3.0	1.5	1.3	2.3	3.0	4.8	2.9	3.4	2.5	1.6	0.5	2.4	4.0	4.3	2.1	2.0	1.7	4.5
			B SD ERR	1.8	1.6	1.2	2.8	1.4	1.3	2.6	2.9	4.3	3.0	3.1	2.1	1.4	0.5	2.5	4.1	4.5	2.2	2.0	1.5	4.8
A 6	4	Ad	STD ERR	3.9	4.8	3.5	3.8	2.5	2.4	5.2	6.8	5.4	7.8	3.6	4.1	3.7	0.9	6.5	11.0	3.3	5.1	3.9	4.6	8.2
			B SD ERR	3.1	5.3	3.2	3.6	2.3	2.2	6.0	7.4	4.4	6.8	3.7	3.8	4.0	0.9	6.7	10.0	3.0	5.1	3.7	4.2	7.7
A 6	5	13	STD ERR	1.4	1.1	1.2	1.6	0.9	0.9	2.7	2.2	2.5	2.2	1.7	1.7	1.2	0.4	1.9	2.2	2.9	1.7	1.4	1.0	2.8
			B SD ERR	1.4	1.1	1.3	1.8	0.9	0.9	2.8	2.4	2.7	2.3	1.8	1.7	1.2	0.4	2.2	2.8	2.8	1.6	1.4	0.9	2.0
A 6	5	17	STD ERR	1.7	1.2	1.4	2.3	1.1	1.0	1.5	2.9	5.2	2.5	2.7	2.3	1.3	0.4	1.9	3.8	1.2	1.7	1.5	1.4	4.6
			B SD ERR	1.6	1.3	1.2	2.4	1.1	0.9	1.7	2.9	4.8	2.7	2.6	2.3	1.4	0.4	2.0	3.8	1.5	1.7	1.4	1.3	4.2

				REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
EXER	RES	AGE		N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
A 6	5	Ad	STD ERR	4.1	4.6	3.6	3.8	2.2	2.1	4.8	6.3	4.7	6.1	3.5	4.1	3.3	0.8	3.9	8.1	2.5	5.1	3.6	3.9	6.4
			B SD ERR	3.5	4.9	3.5	3.6	2.2	2.1	5.2	6.5	4.8	5.9	3.7	3.8	3.7	0.8	4.9	8.3	2.4	4.9	3.5	4.0	5.5
A 7	1	Ad	STD ERR	3.2	2.3	2.0	3.2	2.1	2.0	4.0	5.8	5.7	3.1	2.1	2.3	2.8	0.5	4.0	7.0	2.6	2.3	2.8	4.2	2.3
			B SD ERR	2.1	1.9	1.5	1.9	1.8	1.7	3.4	5.3	4.9	3.2	1.8	2.4	2.8	0.6	4.5	6.5	2.3	2.8	2.5	3.0	2.4
A 8	1	13	STD ERR	1.3	1.8	1.3	1.7	0.9	1.0	2.8	2.8	1.9	2.5	1.5	1.6	1.8	0.4	2.2	2.2	3.4	3.1	1.2	1.0	2.4
			B SD ERR	1.3	2.2	1.3	1.9	0.9	1.0	3.1	3.0	2.1	2.3	1.6	1.6	1.8	0.5	2.6	2.4	3.5	3.1	1.2	1.1	2.5
A 8	1	Ad	STD ERR	2.3	2.3	2.1	2.4	1.5	1.3	1.8	2.8	4.1	2.9	2.6	1.8	2.4	0.3	2.1	1.6	1.6	2.4	1.8	2.1	7.6
			B SD ERR	2.2	1.9	2.0	2.5	1.5	1.3	2.0	3.3	4.0	3.2	2.4	1.5	2.3	0.3	2.3	2.0	1.3	2.5	1.7	1.9	7.0
A 8	2	13	STD ERR	1.9	2.6	2.0	2.1	1.2	1.3	3.9	3.5	2.2	2.7	2.8	2.3	2.2	0.5	3.1	4.9	6.2	3.9	1.7	1.3	3.8
			B SD ERR	1.9	2.7	1.9	1.9	1.1	1.2	4.1	3.8	2.3	2.7	2.6	2.3	2.2	0.6	3.3	5.3	6.8	3.6	1.6	1.1	3.5
A 8	2	Ad	STD ERR	2.4	2.7	2.0	2.5	1.5	1.4	2.9	2.7	4.4	2.5	2.2	3.1	2.7	0.4	3.4	4.0	2.5	2.1	1.7	2.2	8.1
			B SD ERR	2.5	2.5	1.9	2.5	1.5	1.4	3.1	1.9	4.3	2.7	2.0	2.8	2.4	0.5	4.2	4.4	2.4	2.1	1.7	2.2	7.9
A 8	3	13	STD ERR	2.3	2.5	2.9	2.3	1.0	1.0	3.8	3.9	2.7	3.9	4.1	2.4	2.4	0.6	3.1	4.4	5.1	3.9	1.5	1.2	4.2
			D SD ERR	2.6	2.5	2.8	2.4	0.9	1.0	3.7	4.0	2.6	4.0	4.0	2.4	2.5	0.6	3.3	4.9	5.4	3.8	1.5	1.2	3.9
A 8	3	17	STD ERR	1.4	1.9	1.5	1.2	0.9	0.8	4.7	3.5	2.1	3.4	1.6	1.7	1.3	0.6	3.3	4.2	5.6	1.6	1.5	1.0	11.2
			B SD ERR	1.4	1.8	1.4	1.2	0.9	0.8	5.1	3.3	2.3	3.3	1.5	1.6	1.3	0.5	3.0	3.9	5.3	1.6	1.4	1.0	11.1
A 8	3	Ad	STD ERR	1.9	1.8	1.5	1.3	1.0	0.9	2.5	4.8	1.7	3.2	2.0	1.5	1.7	0.4	2.9	4.8	1.6	1.6	1.5	1.3	6.1
			B SD ERR	1.9	1.5	1.8	1.3	1.1	1.0	2.4	4.7	2.2	3 2	2.2	1.5	1.8	0.4	2.6	4.8	1.7	1.6	1.4	1.3	5.5
A 8	4	17	STD ERR	2.7	1.9	1.4	2.0	1.3	1.1	4.2	4.0	2.6	2.9	3.5	1.5	1.7	0.9	3.3	9.7	5.1	2.1	1.8	1.5	8.3
			B SD ERR	2.1	1.9	1.5	2.4	0.9	0.8	4.2	4.2	2.4	2.8	2.7	1.4	1.8	1.0	3.6	10.1	5.1	2.1	1.5	1.5	5.2
A 8	4	Ad	STD ERR	1.8	1.3	1.5	1.2	0.9	0.9	2.0	2.4	2.6	3.6	1.5	1.7	1.2	0.2	1.4	1.6	1.4	1.6	1.4	1.8	2.2
			B SD ERR	1.8	1.2	1.7	1.3	1.0	1.0	2.1	2.4	2.5	3.8	1.6	1.6	1.4	0.3	1.6	2.3	1.4	1.6	1.3	1.2	2.3
A 8	5	17	STD ERR	2.5	2.7	2.5	2.3	1.4	1.3	3.5	5.4	4.7	2.8	2.5	3.0	2.9	0.7	3.6	5.5	6.5	2.9	2.1	1.5	11.9
			B SD ERR	2.5	2.8	2.6	2.2	1.3	1.2	3.5	5.3	4.9	3.0	2.6	2.9	2.8	0.6	3.6	5.1	6.1	1.0	2.0	1.5	10.9
A 8	5	Ad	STD ERR	2.6	3.0	2.7	3.5	1.7	1.5	3.7	7.6	4.4	6.5	2.8	3.0	3.1	0.8	5.6	9.2	2.9	3.4	2.8	3.1	9.9
			B SD ERR	2.5	3.3	2.6	3.8	1.7	1.5	3.5	7.3	4.4	7.0	2.8	3.3	3.0	0.8	5.5	10.2	3.1	3.6	3.0	3.1	9.1
A 8	6	Ad	STD ERR	2.8	4.2	2.5	2.9	1.8	1.7	7.9	4.8	5.4	3.5	2.3	3.4	4.0	0.6	4.4	7.1	2.7	4.5	1.8	2.7	7.0
			B SD ERR	2.8	4.3	2.2	3.1	1.8	1.7	7.4	5.4	5.6	3.5	2.3	3.3	4.1	0.6	4.2	8.0	2.6	4.3	1.7	2.7	7.0
A 8	7	Ad	STD ERR	2.2	2.8	2.2	3.6	2.0	1.9	5.3	3.9	4.6	1.7	2.6	2.7	3.0	0.5	3.9	7.6	2.5	3.0	2.8	3.1	9.2
			B SD ERR	2.0	2.4	2.3	3.5	2.0	1.8	4.9	5.0	4.4	2.2	2.5	2.7	2.7	0.6	4.1	7.9	2.2	2.9	2.6	2.7	9.1
A 9	8	13	STD ERR	0.4	0.7	0.5	0.5	0.3	0.3	1.0	1.2	0.3	0.5	0.8	0.5	0.4	0.2	1.1	1.4	1.3	1.0	0.4	0.4	0.4
			B SD ERR	0.5	0.5	0.5	0.5	0.3	0.3	0.9	1.5	0.5	0.5	0.8	0.5	0.4	0.2	1.1	1.3	1.2	0.8	0.4	0.4	0.5
A 9	9	13	STD ERR	1.3	1.9	1.6	1.4	0.9	0.9	2.5	3.1	1.4	2.5	2.0	1.5	1.9	0.5	2.4	3.3	4.5	1.7	1.0	0.9	3.0
			B SD ERR	1.3	2.0	1.5	1.3	0.8	0.9	2.6	3.5	1.4	2.0	1.9	1.4	1.8	0.5	2.6	3.2	4.7	3.5	1.0	0.9	2.7
A 9	10	13	STD ERR	3.0	3.4	3.1	2.6	1.4	1.5	4.8	4.1	3.4	4.3	4.4	3.2	3.1	0.7	3.4	5.6	6.2	5.3	2.3	1.5	5.5
			B SD ERR	3.1	3.5	2.9	2.5	1.3	1.4	4.7	4.4	3.3	4.4	4.3	3.1	3.1	0.7	3.8	6.1	6.7	5.0	2.2	1.6	5.9
A10	11	17	STD ERR	0.3	0.7	0.3	0.5	0.2	0.2	1.1	1.1	0.6	1.1	0.3	0.3	0.4	0.2	1.3	1.4	0.6	0.5	0.5	0.3	7.5
			B SD ERR	0.3	0.8	0.4	0.5	0.2	0.2	1.2	0.9	0.6	1.1	0.3	0.4	0.5	0.1	1.0	1.3	0.7	0.5	0.5	0.3	6.5
A10	11	Ad	STD ERR	0.6	0.5	1.1	0.5	0.3	0.3	1.0	2.0	1.2	2.1	0.5	0.6	0.5	0.1	0.8	1.4	0.6	0.5	0.5	0.7	2.0
			B SD ERR	0.7	0.4	1.3	0.7	0.3	0.3	1.1	2.3	1.3	2.2	0.6	0.7	0.7	0.2	1.1	1.6	0.7	0.5	0.6	0.5	1.9

A10	12	17	STD ERR	0.7	0.9	1.0	1.0	0.7	0.6	2.7	2.1	1.3	1.5	0.8	0.9	1.0	0.3	1.9	4.4	2.4	0.9	1.1	0.6	7.5
			B SD ERR	0.8	1.1	0.9	1.1	0.6	0.6	2.9	1.8	1.3	1.5	1.1	1.0	1.0	0.3	2.0	4.1	2.1	1.6	1.0	0.7	6.5
A10	12	Ad	STD ERR	1.0	1.6	1.4	0.8	0.6	0.6	2.3	4.1	1.6	3.6	0.9	1.1	1.0	0.3	2.5	3.6	1.0	1.3	0.9	1.0	6.1
			B SD ERR	1.1	1.4	1.5	1.1	0.6	0.5	2.2	3.6	1.6	3.7	1.0	1.2	1.2	0.3	2.0	3.5	1.2	1.3	1.0	0.9	5.3
A10	13	17	STD ERR	3.0	3.4	2.3	2.8	1.7	1.5	5.0	3.8	5.3	3.0	3.4	3.0	3.2	0.7	2.9	7.1	6.2	3.6	2.4	1.7	15.6
			B SD ERR	2.7	3.2	2.2	2.9	1.5	1.4	5.1	3.8	5.2	3.2	2.9	2.9	2.9	0.8	3.5	7.7	6.0	3.6	2.2	1.7	11.7
A10	13	Ad	STD ERR	2.7	3.2	2.7	3.8	1.7	1.5	3.8	8.3	3.9	6.3	3.0	3.0	3.6	0.8	5.8	9.8	3.0	3.6	2.8	3.2	9.7
			B SD ERR	2.6	3.5	2.6	4.0	1.8	1.6	3.5	7.8	4.2	6.9	3.2	3.4	3.6	0.8	5.6	11.4	3.2	3.8	3.1	3.3	8.8
A11	14	Ad	STD ERR	1.4	1.1	1.4	2.1	1.0	1.0	1.4	2.1	3.9	1.1	1.5	0.9	1.3	0.2	1.0	0.9	0.8	0.9	1.1	1.8	7.8
			B SD ERR	1.4	0.9	1.4	2.0	1.0	0.9	1.6	2.7	3.7	1.2	1.4	0.8	1.1	0.2	1.4	1.7	0.6	1.1	1.2	1.5	7.5
A11	15	Ad	STD ERR	1.5	2.0	1.4	2.2	1.1	1.0	2.5	2.2	3.9	1.1	1.6	1.6	1.5	0.4	3.3	1.5	1.3	1.2	1.2	1.9	8.0
			B SD ERR	1.6	1.5	1.5	2.1	1.1	1.0	2.7	3.8	3.7	1.4	1.5	1.4	1.4	0.5	3.9	2.1	0.9	1.3	1.3	1.5	7.7
A11	16	Ad	STD ERR	1.7	2.2	1.6	2.4	1.2	1.1	2.8	2.7	4.3	1.3	1.8	1.9	2.3	0.4	3.5	4.8	1.7	1.6	1.6	2.0	8.1
			B SD ERR	1.8	1.8	1.7	2.4	1.3	1.2	3.0	3.9	4.1	1.5	1.7	1.9	2.1	0.5	3.9	4.9	1.4	1.7	1.7	1.8	8.0
A11	17	Ad	STD ERR	3.1	4.2	3.0	3.8	2.5	2.3	7.8	5.2	5.2	4.9	3.3	4.1	4.3	0.7	5.3	9.1	3.4	5.3	2.9	3.4	7.9
			B SD ERR	3.1	4.4	2.9	3.9	2.4	2.2	7.5	5.7	5.1	5.2	3.4	3.7	4.3	0.7	5.3	9.5	3.6	5.1	2.7	3.6	7.6
A51	1	9	STD ERR	2.1	2.2	2.4	2.1	1.3	1.4	3.4	4.3	3.9	3.5	2.7	2.1	3.1	0.6	2.8	4.3	6.1	4.5	2.3	1.6	2.8
			B SD ERR	2.0	2.1	2.3	2.1	1.4	1.4	3.3	4.1	4.0	3.3	2.6	1.9	3.1	0.5	3.0	4.6	6.4	4.3	2.4	1.6	2.8
A51	1	13	STD ERR	1.2	0.8	1.0	1.2	0.6	0.6	2.9	1.9	1.5	1.4	1.8	1.0	1.1	0.3	1.2	3.9	3.2	1.9	0.8	0.7	2.3
			B SD ERR	1.1	0.9	1.0	1.3	0.6	0.6	2.9	2.3	1.7	1.5	1.6	1.0	1.3	0.4	1.5	4.3	3.0	1.9	0.8	0.7	2.4
A51	2	9	STD ERR	2.4	2.8	3.1	2.5	1.4	1.6	4.2	4.4	4.0	3.7	3.2	2.6	3.4	0.7	3.5	4.8	6.5	5.1	2.7	1.7	3.0
			B SD ERR	2.3	2.9	2.9	2.3	1.4	1.6	4.0	4.5	4.0	3.3	3.1	2.5	3.4	0.6	3.7	4.8	6.7	5.0	2.8	1.7	2.9
A51	2	13	STD ERR	1.8	1.8	1.7	2.1	1.2	1.1	3.7	2.4	4.4	2.7	2.5	1.8	1.9	0.4	1.8	4.8	5.7	2.9	1.6	1.3	3.4
			B SD ERR	1.8	1.9	1.7	1.9	1.2	1.1	3.7	3.1	4.1	2.8	2.4	1.7	2.0	0.5	2.3	4.9	5.6	2.8	1.5	1.2	3.3
A51	*3	9	STD ERR	2.5	2.5	2.7	2.4	1.5	1.6	5.4	4.1	3.7	4.0	2.4	2.8	3.5	0.6	3.3	4.8	6.2	5.0	2.8	1.7	2.8
			B SD ERR	2.3	2.9	2.7	2.4	1.5	1.6	5.5	4.3	3.6	3.6	2.4	2.8	3.4	0.6	3.6	5.0	6.4	4.8	2.9	1.6	2.7
A51	*3	13	STD ERR	1.8	1.7	1.8	2.0	1.2	1.1	3.8	2.7	5.4	4.5	2.0	2.1	2.1	0.5	2.5	4.7	5.9	3.2	1.7	1.4	4.2
			B SD ERR	1.8	1.9	1.9	1.9	1.1	1.1	3.8	3.3	5.3	4.7	2.0	2.1	2.2	0.6	3.1	4.8	5.8	3.2	1.7	1.4	4.0
A51	*4	9	STD ERR	2.5	2.2	2.4	2.6	1.4	1.5	4.5	4.3	3.4	3.3	2.4	3.0	4.2	0.6	3.4	4.5	6.3	4.6	2.7	1.7	2.5
			B SD ERR	2.5	2.6	2.5	2.6	1.5	1.6	4.4	4.7	3.6	3.2	2.4	3.0	4.2	0.7	3.8	5.5	6.5	4.3	2.7	1.7	2.4
A51	*4	13	STD ERR	2.2	2.2	2.1	2.1	1.4	1.4	4.3	3.4	4.9	4.7	2.1	2.3	2.3	0.6	2.9	4.9	8.0	3.8	1.8	1.5	4.8
			B SD ERR	2.1	2.5	2.2	2.1	1.4	1.4	4.6	4.4	5.0	4.8	2.1	2.3	2.4	0.7	3.7	5.3	7.7	3.9	1.8	1.5	4.8
A51	5	9	STD ERR	2.0	2.4	2.2	2.5	1.3	1.4	5.2	3.9	2.8	3.8	2.2	2.6	3.6	0.5	3.2	3.4	5.8	5.3	2.3	1.7	2.6
			B SD ERR	2.0	2.8	2.2	2.5	1.3	1.4	4.7	4.0	3.1	3.8	2.3	2.6	3.5	0.6	4.0	3.5	5.8	4.8	2.4	1.6	2.6

EXER	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
A51	5	13	STD ERR	2.3	2.8	2.6	2.2	1.6	1.6	5.0	4.1	4.6	4.3	2.9	2.3	2.8	0.7	3.6	4.0	7.5	3.8	1.7	1.5	5.2
			B SD ERR	2.3	3.2	2.5	2.2	1.6	1.5	4.8	5.0	4.7	4.0	2.9	2.3	2.8	0.8	4.2	3.5	7.0	3.7	1.7	1.4	4.9
A52	1	9	STD ERR	1.3	1.2	1.1	1.6	0.6	0.7	2.8	2.1	2.1	1.4	1.8	0.9	1.2	0.4	2.8	1.9	2.4	2.5	1.4	0.7	1.1
			B SD ERR	1.3	1.3	1.1	1.6	0.6	0.6	3.0	2.7	2.2	1.5	1.9	0.9	1.2	0.5	3.4	2.1	2.6	2.5	1.4	0.8	1.1
A53	1	13	STD ERR	1.3	2.5	1.4	2.3	0.8	0.7	4.4	3.1	2.6	3.3	1.6	1.8	2.0	0.8	3.7	5.4	5.7	3.0	1.1	1.2	3.1
			B SD ERR	1.2	2.2	1.1	1.7	0.8	0.8	3.4	3.4	3.2	2.9	1.4	1.3	1.5	0.7	3.7	4.2	4.9	3.1	1.0	1.0	3.1
A53	1	17	STD ERR	2.2	4.0	1.9	2.3	1.2	1.1	6.2	3.2	6.1	2.7	2.3	2.7	2.8	0.5	3.2	2.6	6.8	3.2	1.4	1.6	4.7
			B SD ERR	2.7	4.0	2.1	2.5	1.2	1.1	6.8	4.1	4.6	3.0	2.9	2.8	2.7	0.6	4.2	3.4	7.0	3.1	1.3	1.7	5.5
A53	1	Ad	STD ERR	1.9	4.0	2.5	2.7	1.7	1.6	5.7	4.1	3.3	6.0	3.3	3.3	3.3	0.6	5.0	3.7	2.5	2.8	2.7	2.0	9.2
			B SD ERR	1.9	4.6	2.3	2.8	1.6	1.5	5.2	4.8	3.3	5.2	3.3	3.1	3.2	0.6	4.6	4.9	2.7	2.7	2.8	2.2	8.8
A53	2	13	STD ERR	1.1	2.0	1.1	1.9	0.6	0.6	3.6	2.6	2.5	2.0	1.5	1.2	1.9	0.7	2.7	4.2	3.7	2.0	1.0	1.0	3.3
			B SD ERR	1.0	1.5	0.9	1.3	0.6	0.6	3.0	2.5	2.1	1.7	1.4	0.9	1.5	0.6	2.6	3.6	3.5	2.0	0.9	0.9	3.0
A53	2	17	STD ERR	1.5	1.4	1.7	1.4	1.1	1.0	6.3	1.9	1.2	1.5	1.3	2.0	1.4	0.3	1.5	2.9	5.7	0.8	1.2	1.1	1.9
			B SD ERR	1.3	1.7	1.5	1.5	1.2	1.1	5.5	2.1	2.0	1.3	1.5	1.9	1.3	0.3	1.4	3.4	5.2	0.9	1.2	0.8	3.9
A53	2	Ad	STD ERR	1.3	1.4	0.9	1.0	0.7	0.6	2.5	3.0	0.9	2.3	1.2	1.2	1.3	0.2	1.8	2.9	1.2	1.7	1.1	0.9	1.6
			B SD ERR	1.3	1.3	0.9	0.9	0.7	0.7	2.5	3.6	0.9	2.0	1.2	1.3	1.1	0.3	2.4	3.0	1.3	1.6	1.1	1.0	1.6
A53	3	13	STD ERR	1.7	3.0	1.6	2.8	1.0	1.0	4.4	3.5	3.3	4.6	1.7	2.0	2.5	0.9	4.1	6.3	5.3	3.3	1.2	1.4	3.2
			B SD ERR	1.6	2.7	1.4	2.4	1.1	1.0	3.8	3.3	3.2	4.4	1.3	1.8	2.1	0.8	4.1	5.4	5.2	3.2	1.2	1.1	3.0
A53	3	17	STD ERR	1.8	3.6	1.7	2.0	1.3	1.1	3.3	2.8	5.0	2.1	2.0	2.7	3.1	0.5	3.4	2.7	6.2	3.0	1.7	1.5	2.2
			B SD ERR	1.9	3.4	1.8	2.1	1.2	1.1	3.3	3.3	4.0	2.2	2.6	2.6	2.9	0.5	3.9	3.2	6.2	2.6	1.6	1.5	4.1
A53	3	Ad	STD ERR	2.2	4.2	2.5	2.1	1.6	1.3	5.8	6.3	2.9	3.5	3.1	3.0	3.6	0.6	5.0	6.1	2.4	3.1	2.8	2.2	3.5
			B SD ERR	2.3	4.5	2.3	2.2	1.5	1.4	5.5	6.1	3.2	3.3	3.4	2.7	3.5	0.6	5.0	5.9	2.4	3.0	2.7	2.3	4.4
A53	4	13	STD ERR	1.7	2.8	1.8	2.9	1.1	1.0	5.1	5.0	4.4	5.9	2.6	2.0	2.3	0.6	2.5	4.4	5.0	3.5	1.7	1.4	3.3
			B SD ERR	1.8	2.9	1.9	3.2	1.1	1.0	4.0	5.0	3.9	5.3	2.6	2.1	[illegible]	0.5	2.9	4.9	5.6	3.6	1.6	1.3	3.5
A53	4	17	STD ERR	2.6	4.0	2.0	2.8	1.6	1.5	6.3	3.6	7.7	2.4	2.0	2.6	3.3	0.6	2.3	3.0	7.2	3.5	2.1	2.0	2.3
			B SD ERR	2.9	3.8	2.1	2.8	1.5	1.4	6.2	3.9	6.0	2.4	3.1	2.4	3.2	0.7	3.4	4.0	8.5	3.2	1.9	2.1	4.4
A53	4	Ad	STD ERR	2.9	3.8	2.9	2.5	2.3	2.1	6.4	4.5	4.5	5.2	3.8	3.3	3.8	0.6	4.2	8.1	2.8	4.2	3.1	2.6	5.4
			B SD ERR	2.7	4.0	2.8	2.8	2.0	1.9	5.3	5.4	4.7	5.2	4.0	3.1	3.3	0.8	6.2	7.2	2.5	4.1	3.4	2.9	6.7
A53	5	13	STD ERR	1.3	2.1	1.3	2.1	0.7	0.8	4.8	2.4	1.9	2.7	1.4	1.6	1.9	0.8	2.9	4.4	4.4	3.4	1.1	1.0	2.9
			B SD ERR	1.2	1.6	1.1	1.4	0.8	0.7	4.1	3.1	1.7	2.7	1.4	1.3	1.5	0.6	2.7	4.1	4.3	3.4	1.1	0.9	2.8
A53	5	17	STD ERR	0.9	2.1	1.3	1.9	0.9	0.8	1.8	1.5	1.1	1.4	0.9	1.6	3.2	0.3	2.7	2.4	3.0	2.1	1.1	1.0	1.1
			B SD ERR	0.8	2.0	1.3	1.8	0.9	0.8	2.1	1.8	1.4	1.4	1.1	1.6	2.9	0.3	2.7	2.6	3.1	1.9	1.1	0.9	3.6
A53	5	Ad	STD ERR	1.1	2.1	1.0	0.8	0.7	0.7	2.5	3.0	0.7	1.9	0.8	1.5	2.0	0.3	1.3	5.4	1.2	2.1	1.3	0.9	1.5
			B SD ERR	1.1	1.8	0.9	0.9	0.8	0.7	2.5	3.6	0.7	1.4	1.0	1.6	1.6	0.3	2.0	4.4	1.2	2.0	1.3	0.8	1.7
A53	*6	13	STD ERR	1.4	3.1	1.4	2.3	0.7	0.7	4.9	3.0	2.7	2.8	1.7	1.9	2.3	1.0	4.2	5.0	5.2	2.8	1.1	1.3	2.8
			B SD ERR	1.2	2.5	1.1	1.6	0.8	0.7	3.9	3.1	2.3	2.1	1.4	1.5	1.8	0.8	4.0	4.1	4.3	2.9	1.0	1.0	2.6
A53	*6	17	STD ERR	1.3	3.5	1.7	1.3	1.0	0.9	2.8	2.3	4.5	1.7	1.4	2.3	3.5	0.3	2.4	1.8	6.6	2.7	1.2	1.3	1.9
			B SD ERR	1.3	3.5	1.9	1.3	0.9	0.8	3.0	2.9	3.1	1.6	1.8	2.3	3.1	0.4	2.8	2.6	6.4	2.2	1.3	1.3	2.7
A53	*6	Ad	STD ERR	1.8	3.2	1.7	1.8	1.3	1.2	4.8	3.4	2.6	3.1	2.2	2.6	2.6	0.3	2.4	2.8	1.4	3.0	2.3	1.4	2.8
			B SD ERR	1.8	3.5	1.7	1.9	1.1	1.1	4.5	4.3	2.8	3.0	2.5	2.6	2.4	0.4	3.2	3.4	1.4	2.9	2.3	1.6	3.2

A53	*7	13	STD ERR	1.9	3.2	1.9	3.2	0.9	0.8	5.3	3.6	3.9	5.0	2.1	2.8	2.9	0.9	3.9	5.3	5.6	3.8	1.4	1.5	3.3
			B SD ERR	1.7	2.9	1.7	2.7	0.9	0.9	4.1	3.4	3.5	4.4	1.8	2.1	2.3	0.6	3.9	4.3	5.8	3.7	1.4	1.3	3.3
A53	*7	17	STD ERR	2.4	4.0	2.0	2.2	1.5	1.4	6.3	2.6	5.9	2.8	2.4	3.0	3.6	0.5	2.8	3.2	7.2	3.4	1.9	1.8	2.2
			B SD ERR	2.7	4.0	2.1	2.4	1.4	1.3	6.8	3.6	4.6	3.0	3.1	2.9	3.4	0.6	3.9	3.6	7.8	3.0	1.8	1.8	3.1
A53	*7	Ad	STD ERR	2.3	3.9	2.9	2.3	1.8	1.6	6.8	4.5	3.3	3.9	3.9	3.0	3.7	0.5	2.8	4.3	2.5	3.4	2.7	1.8	5.0
			B SD ERR	2.2	4.6	2.7	2.5	1.5	1.4	6.0	4.9	3.4	3.9	4.0	2.7	3.3	0.6	4.0	5.1	2.1	3.2	2.7	1.9	5.9
A53	8	13	STD ERR	2.0	2.7	1.8	3.3	1.0	1.0	6.3	4.8	5.2	4.8	2.5	2.0	3.3	0.8	3.5	7.0	4.8	4.3	1.6	1.5	4.2
			B SD ERR	1.9	2.5	1.8	3.1	1.1	1.0	4.5	4.4	4.8	4.0	2.3	1.8	2.5	0.7	3.3	6.6	5.4	4.2	1.5	1.4	4.1
A53	8	17	STD ERR	3.0	4.4	2.5	3.4	1.9	1.8	6.8	4.2	8.1	2.9	2.9	2.7	3.7	0.7	4.4	3.5	9.6	3.6	2.1	2.1	5.3
			B SD ERR	3.3	4.2	2.5	3.3	1.7	1.6	7.3	4.7	6.1	3.0	4.3	2.5	3.3	0.7	5.2	4.5	10.0	3.2	1.9	2.1	5.3
A53	8	Ad	STD ERR	2.8	4.4	3.2	3.2	2.4	2.2	6.4	6.5	4.5	7.1	3.8	3.9	4.2	0.9	6.7	12.8	3.3	4.4	3.6	2.9	9.6
			B SD ERR	2.6	5.6	2.8	3.6	2.2	2.0	5.5	6.8	4.8	6.5	4.0	3.6	4.0	0.9	7.3	9.8	3.2	4.4	3.9	3.2	9.7
A54	1	13	STD ERR	1.9	3.0	2.0	2.8	1.0	1.0	8.1	3.3	2.9	4.8	2.1	2.4	2.4	0.6	3.1	5.8	5.0	3.4	1.8	1.2	4.3
			B SD ERR	1.5	2.6	2.0	2.6	1.0	0.9	6.5	3.8	2.4	5.0	2.0	2.3	2.3	0.7	3.7	4.8	4.4	3.4	1.7	1.1	4.4
A54	1	17	STD ERR	2.1	3.8	2.1	3.4	1.4	1.2	5.0	3.2	4.6	4.2	2.7	4.4	3.4	0.7	3.5	3.9	6.0	3.3	1.8	1.4	14.5
			B SD ERR	2.2	3.8	2.0	3.3	1.1	1.0	3.8	2.8	4.1	3.4	2.4	3.4	3.3	0.6	3.8	3.4	5.2	2.8	1.5	1.4	13.8
A54	1	Ad	STD ERR	2.4	6.3	2.9	2.5	1.6	1.5	7.5	4.8	2.4	5.5	4.2	3.9	3.6	0.6	4.4	5.5	2.7	3.8	3.3	2.7	7.6
			B SD ERR	2.5	7.0	2.8	2.4	1.6	1.5	7.1	5.1	2.5	5.6	4.6	4.0	4.0	0.6	4.9	5.9	2.5	3.5	3.2	2.7	7.5
A54	2	13	STD ERR	1.2	2.4	1.3	2.5	0.9	0.8	2.5	2.8	2.8	4.0	1.8	1.5	2.0	0.5	2.5	3.1	5.4	2.2	1.3	0.8	3.9
			B SD ERR	1.2	2.6	1.2	2.3	0.8	0.8	2.5	3.5	2.5	3.8	1.8	1.3	1.9	0.5	3.1	3.4	5.4	2.0	1.3	0.8	3.9
A54	2	17	STD ERR	1.6	2.1	1.3	3.8	0.8	0.7	2.6	3.7	5.2	2.9	2.0	2.4	1.8	0.5	3.0	2.4	5.2	2.8	1.1	1.2	12.2
			B SD ERR	1.9	2.3	1.1	3.6	0.9	0.7	2.0	3.7	4.4	3.2	1.9	2.2	1.9	0.4	3.1	2.4	5.3	2.9	1.1	1.1	11.2
A54	2	Ad	STD ERR	2.1	4.8	1.8	1.8	1.4	1.2	4.7	3.1	2.6	3.3	3.0	2.6	2.4	0.5	3.9	4.3	1.7	4.4	2.1	1.7	7.2
			B SD ERR	2.1	5.4	2.1	1.9	1.3	1.1	4.7	3.6	2.8	3.6	3.7	2.5	3.1	0.6	4.8	4.9	1.6	4.0	2.2	1.7	7.4
A54	3	13	STD ERR	2.1	3.2	2.6	3.7	1.3	1.2	6.2	4.1	4.7	3.9	4.0	2.8	2.7	0.5	2.6	4.1	5.4	2.8	1.7	1.2	4.8
			B SD ERR	2.1	3.1	2.5	3.5	1.3	1.2	5.4	3.9	4.5	4.2	3.6	2.5	2.7	0.7	3.7	3.9	5.2	3.0	1.8	1.2	4.9
A54	3	17	STD ERR	2.5	3.3	2.4	4.2	1.4	1.2	3.8	3.5	6.1	3.0	3.5	4.1	2.4	0.6	2.7	5.1	5.2	2.9	1.8	1.7	16.9
			B SD ERR	2.6	3.3	2.3	4.1	1.2	1.1	4.3	4.3	4.9	3.0	3.2	3.5	2.9	0.6	2.7	5.0	5.3	3.2	1.7	1.6	16.9
A54	3	Ad	STD ERR	2.8	5.0	2.5	2.5	2.2	2.0	5.1	5.4	5.3	2.7	3.5	3.5	4.0	0.6	3.3	2.7	3.4	5.3	3.1	3.7	7.8
			B SD ERR	2.6	6.6	2.5	2.7	2.3	2.1	4.9	5.3	5.2	3.4	4.0	3.7	4.3	0.7	4.2	4.3	3.4	5.0	3.1	3.7	7.6
A54	4	13	STD ERR	1.7	3.1	2.4	3.1	1.0	0.9	7.1	3.6	3.5	3.6	3.8	2.4	2.7	0.6	3.0	4.1	4.9	2.9	1.6	1.1	3.3
			B SD ERR	1.8	2.8	2.2	3.0	1.0	0.9	5.6	3.4	3.0	3.8	3.6	2.1	2.4	0.6	3.3	3.4	4.9	2.8	1.6	1.1	3.5
A54	4	17	STD ERR	1.7	2.5	1.6	2.9	1.3	1.0	5.5	2.6	4.3	2.5	2.0	2.8	2.4	0.4	2.3	2.9	4.7	2.4	1.5	1.3	13.9
			B SD ERR	1.8	2.3	1.4	2.7	1.3	1.1	4.6	2.6	3.9	2.6	1.8	2.4	2.2	0.5	2.6	2.8	4.1	2.6	1.5	1.3	13.6

				REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
EXER	RES	AGE		N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
A54	4	Ad	STD ERR	2.4	4.6	1.7	1.8	1.0	0.9	5.3	2.6	1.4	2.3	2.8	2.4	3.0	0.4	2.9	2.9	1.9	3.0	1.4	1.6	6.4
			B SD ERR	2.3	5.2	1.9	1.7	1.0	0.9	5.0	2.8	1.8	2.4	3.5	2.5	3.2	0.4	3.5	3.3	1.7	3.1	1.4	1.7	6.0
A54	5	13	STD ERR	1.4	2.3	1.3	2.2	0.9	0.8	9.5	2.5	1.8	3.5	1.8	1.4	1.9	0.6	2.0	7.1	7.2	3.4	1.2	1.2	3.3
			B SD ERR	1.2	1.9	1.2	2.1	0.9	0.8	7.3	3.2	1.8	3.0	1.7	1.2	1.8	0.5	2.8	5.7	6.1	3.1	1.2	0.9	3.7
A54	5	17	STD ERR	1.2	1.6	1.3	1.9	0.8	0.7	3.1	2.9	2.5	1.3	1.8	1.6	1.5	0.4	2.3	3.8	2.9	2.3	1.1	0.8	8.3
			B SD ERR	1.3	1.4	1.2	1.7	0.7	0.6	3.3	2.8	2.3	1.4	1.9	1.7	1.4	0.4	2.4	3.5	3.3	2.1	1.0	0.7	7.8
A54	5	Ad	STD ERR	1.4	2.3	0.9	1.0	0.8	0.7	2.8	2.4	0.8	0.8	1.6	1.5	1.6	0.4	3.1	0.8	1.2	2.1	0.8	1.0	6.7
			B SD ERR	1.3	2.4	0.9	1.1	0.8	0.7	2.6	2.8	0.9	1.2	1.7	1.3	1.7	0.4	3.1	1.4	1.3	2.0	0.8	1.1	6.6
A54	*6	13	STD ERR	1.3	2.4	1.4	2.3	0.9	0.8	7.5	2.7	2.8	3.6	2.1	1.5	2.0	0.5	2.3	4.2	5.5	2.5	1.2	1.0	3.6
			B SD ERR	1.1	2.0	1.4	2.3	0.9	0.8	5.7	2.8	2.2	3.6	2.0	1.3	1.8	0.5	3.0	3.4	5.2	2.4	1.2	0.9	3.6
A54	*6	17	STD ERR	4.4	3.0	2.6	3.6	2.1	1.8	5.6	5.3	5.9	4.4	6.0	4.8	3.0	1.2	5.5	12.6	7.2	3.6	2.4	2.2	13.0
			B SD ERR	3.2	2.6	2.1	3.5	1.6	1.4	5.4	4.9	5.6	4.2	4.4	3.9	2.5	1.2	5.4	13.5	6.9	3.9	2.4	2.3	16.6
A54	*6	Ad	STD ERR	1.7	4.8	1.4	1.5	1.1	1.0	5.4	1.9	1.4	2.1	2.9	1.9	2.1	0.3	2.7	1.3	1.8	3.0	1.4	1.8	5.7
			B SD ERR	1.9	5.6	1.9	1.6	1.1	1.0	5.3	2.4	1.6	2.2	3.7	2.2	2.8	0.4	3.5	2.6	1.7	2.9	1.5	1.7	5.8
A54	*7	13	STD ERR	2.3	3.5	2.4	3.9	1.1	1.0	7.8	4.0	4.0	4.8	3.2	3.1	3.3	0.7	3.2	6.5	5.7	3.2	1.8	1.3	4.1
			B SD ERR	2.2	3.5	2.3	3.7	1.0	1.0	5.9	3.9	3.7	4.6	3.0	2.7	2.7	0.7	3.8	5.4	5.8	3.2	1.8	1.2	4.4
A54	*7	17	STD ERR	4.0	3.1	2.5	3.6	2.1	1.9	7.0	5.1	5.8	4.1	5.3	4.7	3.0	1.1	5.1	11.5	7.1	3.0	2.4	2.2	10.9
			B SD ERR	3.1	2.7	2.1	3.3	1.7	1.5	6.4	5.1	5.7	4.1	4.2	3.8	3.1	1.2	5.4	12.3	6.8	3.3	2.4	2.3	15.2
A54	*7	Ad	STD ERR	2.4	5.9	2.4	2.4	1.8	1.6	6.5	4.6	2.9	3.5	3.6	3.5	3.1	0.5	3.6	3.3	2.5	5.1	3.0	2.8	5.5
			B SD ERR	2.5	6.8	2.8	2.5	1.8	1.6	6.3	4.7	3.4	3.8	4.5	3.4	3.8	0.6	5.0	4.0	2.1	4.7	3.1	2.6	5.2
A54	8	13	STD ERR	2.5	3.4	3.3	4.8	1.1	1.1	6.9	5.3	4.9	5.8	4.6	3.5	3.6	0.7	3.0	6.3	5.8	4.0	2.1	1.4	4.7
			B SD ERR	2.5	3.5	3.1	4.5	1.1	1.0	5.0	5.5	4.8	5.5	4.3	3.2	3.3	0.7	4.2	5.0	5.3	4.0	2.0	1.3	4.9
A54	8	17	STD ERR	3.6	2.8	2.4	3.5	1.8	1.6	5.5	4.5	5.6	3.6	5.0	4.4	3.1	0.9	4.3	9.9	4.6	2.6	2.0	1.8	10.3
			B SD ERR	2.8	2.5	2.2	3.2	1.6	1.4	6.1	4.4	5.1	3.3	3.9	3.3	3.4	1.0	4.3	10.9	4.5	3.0	2.0	2.0	14.2
A54	8	Ad	STD ERR	3.0	6.1	2.9	3.1	2.4	2.1	6.8	6.1	5.6	5.5	3.8	4.0	4.7	0.6	4.3	7.6	3.5	5.7	3.7	3.4	7.3
			B SD ERR	2.9	7.5	2.7	3.1	2.4	2.1	6.5	6.3	5.3	5.9	4.2	4.1	4.9	0.7	4.8	9.1	3.4	5.3	3.6	3.2	6.9
A55	1	13	STD ERR	1.9	1.8	1.2	1.3	0.8	0.8	2.0	2.4	2.0	2.5	1.5	1.9	1.8	0.4	2.0	2.5	4.5	2.0	1.5	0.9	2.5
			B SD ERR	1.8	1.9	1.2	1.3	0.8	0.8	1.9	2.8	1.9	2.4	1.7	1.7	1.8	0.4	2.4	2.8	4.4	2.0	1.4	1.0	2.6
A56	1	13	STD ERR	0.8	1.3	1.0	1.0	0.6	0.6	1.6	1.5	2.0	1.3	1.0	1.0	1.2	0.2	1.2	1.9	8.2	1.3	0.7	0.6	1.7
			B SD ERR	0.8	1.1	1.0	1.1	0.6	0.6	1.5	1.7	2.1	1.4	1.0	1.0	1.1	0.3	1.4	2.2	8.3	1.3	0.7	0.6	1.7
A56	1	Ad	STD ERR	1.8	2.4	1.6	2.1	1.1	1.0	4.3	2.7	3.3	4.8	1.6	1.9	2.3	0.5	2.1	9.6	1.3	2.7	2.0	1.6	7.8
			B SD ERR	1.9	2.8	1.6	1.9	1.2	1.1	4.1	3.0	3.4	4.1	1.7	1.9	2.6	0.5	2.8	9.1	1.3	2.6	1.8	1.7	6.4
A56	2	13	STD ERR	2.1	3.2	2.3	2.2	1.3	1.3	4.9	3.5	3.2	3.7	2.5	2.6	3.6	0.6	3.1	3.6	7.8	4.1	1.7	1.4	4.4
			B SD ERR	1.9	3.0	2.4	2.1	1.3	1.3	4.9	4.0	3.3	3.5	2.5	2.7	2.6	0.7	3.8	3.9	7.6	3.8	1.7	1.5	4.1
A56	2	Ad	STD ERR	4.0	5.3	3.1	4.2	2.4	2.2	6.5	7.5	5.0	8.2	3.3	5.0	4.0	0.7	5.0	8.4	3.5	5.3	3.6	5.3	8.8
			B SD ERR	4.0	5.4	3.0	4.2	2.3	2.1	6.5	8.2	5.1	8.7	3.6	4.9	4.3	0.9	6.9	9.0	3.6	5.2	3.6	5.2	8.0
A57	1	13	STD ERR	2.3	3.0	2.4	2.4	1.2	1.2	5.9	3.1	4.4	4.0	2.9	2.5	2.9	0.5	2.8	4.0	6.7	2.7	1.8	1.6	4.2
			B SD ERR	2.3	3.2	2.4	2.5	1.2	1.2	5.8	3.8	4.6	3.9	2.8	2.6	2.9	0.6	3.5	4.0	6.6	2.5	1.8	1.5	3.9
A57	2	13	STD ERR	1.2	1.3	1.1	1.0	0.7	0.7	2.1	1.2	1.3	1.2	1.4	1.2	1.6	0.3	1.4	0.8	5.1	1.3	0.9	0.8	2.3
			B SD ERR	1.2	1.3	1.1	1.1	0.7	0.7	2.0	1.4	1.5	1.5	1.3	1.3	1.6	0.3	1.7	1.1	5.0	1.5	1.0	0.8	2.2

A58	1	13	STD ERR	2.5	2.8	1.8	2.5	1.4	1.4	4.8	4.1	3.3	5.1	3.8	2.4	2.4	0.8	2.5	5.8	9.5	5.0	1.8	1.6	5.7
			B SD ERR	2.3	2.5	1.5	2.3	1.4	1.4	3.7	5.5	3.2	4.5	3.4	2.2	2.2	0.8	3.4	6.7	8.5	4.8	1.6	1.6	5.3
A59	1	13	STD ERR	1.7	2.2	2.0	1.5	1.0	1.0	3.4	3.2	2.2	3.5	3.0	1.8	2.4	0.5	2.8	3.6	4.8	3.0	1.4	1.1	4.4
			B SD ERR	1.9	2.0	1.9	1.5	1.0	1.1	3.4	3.2	2.3	2.9	2.9	1.7	2.2	0.5	2.9	3.6	4.6	3.0	1.3	1.1	4.4
A59	1	17	STD ERR	2.8	3.1	2.1	2.0	1.4	1.3	4.6	6.3	2.3	2.0	2.1	3.1	3.4	0.6	4.1	4.0	4.0	3.7	1.8	1.4	6.7
			B SD ERR	2.5	2.7	2.1	1.9	1.3	1.2	5.0	6.7	2.4	2.1	2.0	2.9	3.3	0.7	4.7	3.8	4.0	3.4	1.8	1.4	7.3
A59	1	Ad	STD ERR	3.0	3.0	3.2	3.8	2.3	2.1	6.4	5.4	6.3	7.7	3.4	3.5	4.6	0.7	4.2	9.5	3.0	3.6	4.8	4.9	6.3
			B SD ERR	3.2	3.4	3.1	3.9	2.2	2.0	5.9	5.3	6.1	7.4	3.5	3.9	4.5	0.6	4.1	8.8	3.2	3.7	4.5	4.7	6.1
A59	*2	13	STD ERR	2.7	2.6	2.5	2.4	1.1	1.2	4.5	3.9	3.1	4.3	3.3	2.8	3.1	0.6	3.1	5.2	7.4	3.6	1.6	1.4	5.3
			B SD ERR	2.7	3.0	2.5	2.5	1.1	1.2	4.6	4.4	3.5	4.3	3.2	2.7	3.2	0.7	3.5	5.2	7.1	3.6	1.7	1.4	5.5
A59	*2	17	STD ERR	3.5	3.4	2.9	2.4	1.7	1.5	6.4	6.1	4.6	3.3	2.4	3.3	3.3	0.7	4.6	4.4	5.2	3.7	1.9	1.8	6.2
			B SD ERR	3.0	3.3	2.7	2.3	1.5	1.4	6.1	6.0	4.3	2.9	2.4	3.1	3.3	0.8	5.1	5.0	5.0	3.3	1.8	1.7	6.8
A59	*2	Ad	STD ERR	3.1	3.0	3.0	3.8	2.0	1.9	6.3	5.0	6.4	8.2	3.2	3.4	4.3	0.7	4.0	8.8	2.9	2.9	4.4	4.9	4.2
			B SD ERR	3.1	3.3	2.8	3.8	1.9	1.8	5.9	4.9	6.1	7.8	3.2	3.5	4.2	0.6	3.9	7.6	3.0	3.1	4.2	4.7	4.2
A59	3	13	STD ERR	3.0	3.2	3.3	3.0	1.4	1.5	4.9	5.0	4.1	4.7	4.5	3.6	3.0	0.6	3.4	4.1	8.2	4.2	2.0	1.6	5.3
			B SD ERR	3.2	3.3	3.3	3.2	1.3	1.4	5.0	5.6	4.5	4.6	4.4	3.6	3.2	0.6	3.4	4.5	7.4	4.2	2.0	1.6	5.8
A59	3	17	STD ERR	3.4	4.3	2.9	2.8	1.6	1.4	6.4	4.9	6.9	3.3	3.1	3.2	3.4	0.8	4.5	3.9	6.7	3.6	2.2	1.8	5.8
			B SD ERR	3.0	3.9	2.8	2.7	1.4	1.2	7.1	5.6	6.0	3.1	3.5	2.8	4.0	0.9	5.2	4.4	6.1	3.3	2.0	1.7	5.8
A59	3	Ad	STD ERR	2.5	2.9	2.5	3.8	1.8	1.7	4.4	3.9	5.5	7.9	3.4	2.7	2.8	0.5	2.5	8.1	2.3	2.3	3.9	4.6	4.0
			B SD ERR	2.6	3.0	2.5	3.9	1.7	1.5	4.2	4.2	5.5	7.5	3.2	2.7	2.5	0.5	3.2	6.9	2.4	2.4	3.6	4.3	4.1
A59	*4	13	STD ERR	1.4	1.6	1.5	1.5	0.8	0.9	2.6	1.7	3.3	2.1	2.2	1.4	1.9	0.3	1.9	2.5	2.8	2.3	1.0	1.0	3.6
			B SD ERR	1.5	1.4	1.5	1.5	0.8	0.9	2.7	2.4	3.3	2.3	2.2	1.4	2.0	0.4	2.3	2.9	2.9	2.3	1.0	1.0	3.8
A59	*4	17	STD ERR	3.4	2.6	1.9	1.9	1.6	1.4	2.0	2.7	8.9	2.3	2.7	2.7	2.4	0.4	2.1	2.3	2.8	2.4	1.8	1.8	4.1
			B SD ERR	2.9	2.4	1.6	2.2	1.2	1.1	2.3	2.8	7.4	2.2	2.5	2.4	2.4	0.4	2.7	2.0	2.8	2.3	1.5	1.5	4.2
A59	*4	Ad	STD ERR	1.8	1.5	1.4	1.2	0.9	0.8	3.0	1.9	3.1	1.0	1.4	1.6	1.9	0.2	1.3	2.3	1.4	1.4	1.7	1.6	0.9
			B SD ERR	1.7	1.5	1.4	1.3	1.0	0.9	3.0	2.0	3.0	1.2	1.4	1.6	1.9	0.2	1.5	2.5	1.5	1.4	1.7	1.6	1.0
A59	5	13	STD ERR	2.2	2.4	2.1	2.2	1.5	1.5	4.8	3.5	3.1	3.3	2.9	2.6	2.3	0.5	3.2	5.0	7.9	4.2	1.9	1.6	4.0
			B SD ERR	2.3	2.3	2.3	2.2	1.5	1.5	4.9	3.8	3.4	3.4	2.8	2.7	2.2	0.6	3.5	5.2	7.8	4.2	1.9	1.6	4.2
A59	5	17	STD ERR	3.2	3.5	2.6	2.8	1.8	1.6	6.1	4.5	5.5	3.6	3.4	3.2	2.9	0.7	3.8	3.7	4.8	3.8	2.2	1.8	6.1
			B SD ERR	2.9	3.2	2.6	2.8	1.6	1.5	6.5	5.1	5.2	3.5	3.7	3.0	3.0	0.7	4.2	4.3	4.6	3.7	2.1	1.6	6.8
A59	5	Ad	STD ERR	3.5	3.3	3.3	4.3	1.7	1.6	6.0	4.9	6.0	4.7	3.8	3.5	3.6	0.7	4.2	8.3	2.6	2.7	3.8	4.5	4.4
			B SD ERR	3.0	3.3	3.1	4.2	1.6	1.5	5.8	4.6	5.6	4.6	3.5	3.6	3.4	0.6	3.9	8.2	2.5	2.7	3.8	4.1	4.4
A60	1	17	STD ERR	2.2	2.5	1.9	2.2	1.4	1.3	5.9	3.7	2.1	3.9	2.7	2.9	2.3	0.6	3.9	7.0	3.7	3.4	2.2	1.3	5.2
			B SD ERR	2.2	2.4	1.9	2.4	1.3	1.2	4.5	3.6	2.3	3.6	2.7	3.0	2.1	0.6	4.3	6.1	3.7	3.5	2.2	1.4	4.8

				REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
TYEB	BPS	AGE		N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
A60	1	Ad	STD ERR	2.7	2.8	2.3	2.6	1.7	1.6	4.9	6.6	3.5	3.2	2.9	2.6	2.4	0.8	4.2	8.4	2.8	3.1	2.2	2.0	6.8
			B SD ERR	2.6	3.0	2.4	2.5	1.7	1.6	4.4	7.1	3.7	3.0	3.1	2.6	2.4	0.8	4.6	8.2	2.7	3.1	2.3	2.1	6.8
A60	2	17	STD ERR	2.8	2.7	3.1	2.8	1.4	1.3	5.3	4.7	4.3	3.2	3.5	2.9	3.4	0.7	4.5	5.1	3.3	3.3	2.3	1.7	8.3
			B SD ERR	2.8	2.8	2.9	2.7	1.4	1.3	5.2	5.3	4.3	3.1	3.9	2.8	3.6	0.8	4.8	4.5	3.5	3.4	2.4	1.7	7.5
A60	2	Ad	STD ERR	4.1	3.5	3.3	4.2	2.1	1.9	6.6	7.4	6.6	7.2	5.0	4.6	3.5	0.9	5.6	6.4	3.6	4.2	3.2	3.5	8.2
			B SD ERR	3.2	3.0	2.8	3.9	2.1	2.0	6.0	7.4	6.2	7.3	4.4	4.3	3.3	0.9	6.0	6.4	3.4	4.0	2.9	3.3	6.9
A61	1	Ad	STD ERR	3.3	4.6	3.2	5.0	2.4	2.3	6.9	7.6	6.4	5.3	3.5	3.5	3.9	0.8	6.5	11.7	2.7	4.3	3.7	3.5	9.8
			B SD ERR	3.2	5.1	3.1	4.3	2.3	2.0	7.0	6.6	5.5	5.1	4.2	3.4	3.9	0.9	6.2	12.3	2.6	4.1	3.5	2.9	10.9
A61	2	Ad	STD ERR	4.4	4.1	2.8	5.1	2.0	2.0	5.0	7.0	7.4	3.8	3.3	3.2	3.8	0.6	3.5	11.3	2.6	3.4	3.8	3.8	6.4
			B SD ERR	4.1	4.4	2.8	4.4	2.0	1.9	4.8	7.5	6.8	4.6	3.6	3.1	4.0	0.8	4.6	11.1	2.9	3.4	3.7	3.0	6.5
A61	*3	Ad	STD ERR	2.8	3.9	2.2	4.7	2.1	1.9	5.0	6.2	8.0	3.9	3.5	2.8	3.2	0.4	2.9	4.7	2.9	2.5	3.7	3.7	5.8
			B SD ERR	3.0	4.3	2.3	4.0	2.2	2.0	4.8	6.9	6.7	4.5	3.8	2.8	3.4	0.6	4.4	5.3	2.9	2.6	3.5	2.8	6.1
A61	*4	Ad	STD ERR	2.8	3.9	2.2	4.6	2.1	1.9	4.8	6.2	8.0	4.2	3.5	2.6	3.1	0.4	2.8	4.7	2.9	2.4	3.7	3.7	5.8
			B SD ERR	3.0	4.2	2.3	3.9	2.2	2.0	4.7	6.8	6.8	4.9	3.7	2.6	3.3	0.6	4.3	5.7	2.9	2.5	3.5	2.8	6.1
A61	5	Ad	STD ERR	2.1	1.8	1.7	4.5	1.5	1.4	4.1	6.9	7.3	3.8	1.8	2.1	2.3	0.4	2.5	4.6	1.7	2.3	1.9	3.3	5.8
			B SD ERR	2.3	1.8	1.7	3.8	1.5	1.4	4.3	8.3	6.2	4.3	1.8	2.1	2.2	0.6	4.3	5.6	1.5	2.3	1.8	2.4	5.8
A61	*6	Ad	STD ERR	1.8	1.7	1.6	4.5	1.4	1.4	4.1	6.9	7.4	2.7	1.6	1.5	2.3	0.3	1.9	1.4	1.6	1.7	1.7	3.4	5.8
			B SD ERR	2.0	1.6	1.6	3.8	1.4	1.3	4.2	8.2	6.1	3.1	1.6	1.5	2.1	0.5	3.8	3.2	1.3	1.7	1.6	2.2	5.6
A61	*7	Ad	STD ERR	1.3	1.0	1.1	2.5	0.9	0.8	2.2	6.8	4.3	1.2	1.0	1.0	0.9	0.2	1.6	0.8	1.0	1.1	1.3	2.0	0.8
			B SD ERR	1.6	0.9	1.0	2.6	0.9	0.9	2.1	8.2	3.9	1.3	1.2	1.2	0.9	0.4	3.5	1.8	0.9	1.2	1.2	1.6	1.0
B 1	1	9	STD ERR	2.1	2.1	2.0	2.0	1.0	1.1	2.3	3.5	3.8	2.8	2.8	2.0	1.7	0.4	2.5	2.7	4.2	3.7	2.5	1.4	1.7
			B SD ERR	2.1	2.2	1.7	2.0	1.1	1.1	2.4	3.7	3.7	2.8	2.6	1.8	1.6	0.4	2.7	2.7	4.3	3.6	2.4	1.4	1.7
B 1	1	13	STD ERR	2.4	2.2	2.9	2.4	1.3	1.3	4.8	5.0	2.9	3.5	4.1	2.6	2.5	0.7	3.9	4.9	7.1	4.1	1.7	1.6	4.6
			B SD ERR	2.6	2.2	2.9	2.4	1.3	1.4	5.0	5.3	3.0	3.6	3.9	2.6	2.5	0.7	4.2	5.2	6.3	4.1	1.6	1.6	4.6
B 1	1	17	STD ERR	2.3	1.8	1.6	1.5	1.0	0.9	1.4	2.5	3.9	2.5	1.8	2.4	2.2	0.4	2.1	3.1	4.6	2.0	1.2	1.1	20.6
			B SD ERR	2.2	1.8	1.6	1.6	1.1	1.0	1.4	2.6	3.4	2.3	1.9	2.6	2.1	0.4	2.5	3.4	4.4	2.1	1.1	1.0	20.7
B 1	1	Ad	STD ERR	3.6	2.9	2.9	3.2	1.8	1.6	6.3	5.8	5.9	6.0	3.3	2.6	3.0	0.8	4.1	11.4	2.8	4.7	2.9	2.9	8.3
			B SD ERR	3.2	2.6	2.5	3.3	1.7	1.5	6.2	5.9	6.3	4.0	3.0	2.7	2.9	0.8	4.7	10.8	2.5	4.8	2.7	3.2	8.4
B 2	1	13	STD ERR	2.0	2.0	2.2	2.0	1.4	1.4	4.2	3.8	4.4	3.8	2.5	2.1	2.4	0.6	2.8	4.7	4.8	3.2	1.8	1.4	4.3
			B SD ERR	2.2	2.4	2.3	2.0	1.4	1.4	4.1	4.3	4.3	3.9	2.5	1.8	2.5	0.6	3.0	4.7	4.7	3.3	1.8	1.3	4.8
B 3	1	13	STD ERR	2.6	3.3	2.5	2.8	1.4	1.3	3.8	4.4	5.4	3.0	3.6	3.1	2.9	0.6	3.0	4.9	6.6	3.9	2.1	1.6	4.6
			B SD ERR	2.7	3.5	2.4	2.8	1.3	1.3	4.2	5.0	5.6	3.1	3.5	2.9	3.0	0.6	3.4	5.4	6.7	4.2	2.1	1.8	4.9
B 3	2	13	STD ERR	3.0	2.9	3.1	2.6	1.5	1.4	4.5	4.7	4.6	4.2	4.1	2.9	3.3	0.6	3.2	5.9	8.3	4.0	1.7	1.3	4.0
			B SD ERR	3.1	2.8	2.9	2.5	1.4	1.4	4.8	5.5	4.6	4.1	4.1	2.9	3.2	0.7	3.6	6.3	8.2	4.0	1.7	1.4	4.5
B 4	1	13	STD ERR	1.9	1.9	1.9	2.8	1.2	1.2	4.3	3.5	3.7	3.8	2.6	1.9	2.3	0.5	2.5	5.0	5.3	3.3	1.5	1.1	3.5
			B SD ERR	1.9	2.1	1.9	2.8	1.1	1.1	4.4	2.9	4.0	3.9	2.6	2.0	2.4	0.5	2.5	4.7	5.4	3.1	1.5	1.1	3.5
B 4	1	17	STD ERR	3.5	3.5	2.9	3.1	2.3	2.2	6.6	5.5	9.4	4.0	6.1	3.3	4.2	0.9	5.4	7.8	4.7	3.5	2.5	2.0	8.5
			B SD ERR	2.8	3.1	2.4	2.6	1.5	1.4	6.7	5.6	6.0	3.6	3.8	2.9	3.6	0.8	6.0	4.9	4.5	3.0	2.2	1.7	8.4
B 4	1	Ad	STD ERR	3.9	5.5	3.6	4.7	2.7	2.4	7.0	6.4	5.5	7.5	4.5	5.0	4.3	1.0	5.4	14.8	3.8	5.0	4.1	3.8	7.8
			B SD ERR	3.4	5.8	3.6	4.2	2.4	2.1	7.2	5.9	5.2	8.1	4.5	4.8	4.5	1.1	6.2	16.0	3.8	4.8	4.0	3.9	7.1

B 4	2	13	STD ERR	1.4	1.8	1.6	2.6	1.0	1.0	3.0	3.1	2.5	2.5	2.5	1.5	1.6	0.4	2.5	3.1	5.9	2.2	1.5	1.2	2.9
			B SD ERR	1.5	1.9	1.5	2.5	1.0	1.0	3.2	2.9	2.6	2.6	2.5	1.5	1.7	0.4	2.6	3.2	5.8	2.2	1.4	1.1	3.2
B 4	2	17	STD ERR	5.1	3.2	2.9	3.2	2.1	2.2	7.7	4.2	12.2	3.5	3.8	3.1	4.3	0.5	4.1	4.1	6.5	3.4	2.6	2.6	9.8
			B SD ERR	3.5	3.1	2.4	2.8	1.4	1.3	7.4	4.2	9.3	3.0	2.9	2.9	3.8	0.6	4.1	4.4	5.2	2.7	1.9	1.6	9.8
B 4	2	Ad	STD ERR	4.7	4.4	3.5	4.8	2.4	2.2	6.5	6.0	6.6	7.1	4.3	4.0	4.6	1.1	5.8	17.2	3.6	4.8	3.7	4.4	6.0
			B SD ERR	3.2	4.4	3.4	4.3	2.3	2.0	6.4	6.5	6.2	7.3	4.4	3.5	4.2	1.1	6.1	16.7	3.5	4.7	3.6	4.4	6.1
B 4	3	13	STD ERR	1.8	1.8	2.2	2.9	1.2	1.3	3.5	3.7	4.5	4.0	2.2	2.2	2.2	0.4	2.3	3.1	8.0	3.4	1.7	1.5	3.1
			B SD ERR	1.7	1.9	1.9	2.9	1.2	1.2	3.4	4.2	4.1	3.6	2.2	2.1	2.3	0.5	2.7	3.5	7.7	3.5	1.6	1.4	3.4
B 4	3	17	STD ERR	4.2	5.6	2.6	3.8	2.2	2.3	7.9	4.7	8.7	3.7	4.8	3.4	4.5	0.8	5.3	7.3	10.2	4.0	2.8	2.5	6.7
			B SD ERR	3.4	5.3	2.3	3.5	1.7	1.6	7.8	4.6	6.4	3.2	5.2	3.3	4.4	0.8	6.1	5.2	9.6	3.6	2.3	2.2	6.8
B 4	3	Ad	STD ERR	3.9	5.1	3.5	5.3	2.6	2.4	6.6	6.9	5.7	7.3	4.7	5.0	5.0	1.0	5.5	17.0	3.9	5.0	3.7	3.7	8.7
			B SD ERR	3.5	5.3	3.5	4.3	2.2	1.9	6.4	6.4	5.5	6.5	4.2	4.6	4.7	1.0	6.5	9.0	3.7	4.7	3.6	4.1	8.5
B 4	4	13	STD ERR	0.8	0.8	0.9	1.9	0.6	0.6	2.0	1.7	2.0	1.9	1.6	0.8	1.2	0.2	1.0	2.5	3.5	0.9	0.7	0.7	1.2
			B SD ERR	0.9	0.9	0.9	2.0	0.6	0.6	2.1	1.6	2.1	2.0	1.7	0.8	1.3	0.2	1.3	2.6	3.4	0.9	0.7	0.6	1.3
B 4	4	17	STD ERR	5.1	2.8	2.8	3.0	2.4	2.4	5.6	3.7	13.1	3.4	3.5	2.9	4.0	0.6	3.8	5.4	3.7	3.3	2.8	2.8	9.9
			B SD ERR	3.5	2.7	2.0	2.1	1.3	1.3	5.7	3.8	9.7	2.9	2.4	2.6	3.4	0.5	3.8	4.5	3.2	2.3	1.9	1.7	10.3
B 4	4	Ad	STD ERR	4.7	4.0	3.3	4.8	2.4	2.1	6.4	5.9	6.2	6.6	4.0	4.3	4.7	1.0	4.8	17.7	2.9	4.6	3.8	4.4	5.8
			B SD ERR	2.9	4.0	3.1	4.0	2.0	1.8	5.8	6.2	5.8	5.6	3.7	3.5	4.1	0.8	5.0	10.0	2.9	4.5	3.8	4.3	5.9
B 4	5	13	STD ERR	0.6	0.7	0.8	1.3	0.5	0.5	2.0	1.7	1.9	1.9	1.2	0.6	1.0	0.2	0.9	2.4	3.3	0.8	0.7	0.6	0.8
			B SD ERR	0.7	0.7	0.8	1.4	0.5	0.5	2.1	1.7	1.9	1.9	1.2	0.7	1.1	0.2	1.2	2.4	3.3	0.9	0.7	0.6	0.8
B 4	5	17	STD ERR	5.0	2.6	2.7	2.9	2.4	2.4	5.4	3.0	13.8	3.2	3.3	2.9	3.2	0.6	3.7	5.5	3.7	2.6	2.9	2.8	2.5
			B SD ERR	3.1	2.4	1.9	2.0	1.2	1.2	5.3	3.2	10.4	2.7	2.5	2.6	2.7	0.5	3.7	4.4	3.3	1.5	1.8	1.5	2.5
B 4	5	Ad	STD ERR	2.9	3.4	2.7	4.3	2.1	1.8	5.3	5.9	4.3	6.0	3.1	3.7	4.0	1.0	3.7	17.6	2.4	4.0	3.5	3.6	5.5
			B SD ERR	2.4	3.5	2.8	3.7	2.0	1.8	4.8	6.3	4.9	5.3	3.2	3.3	4.0	0.9	3.8	13.1	2.6	3.9	3.5	3.6	5.8
B 5	1	B	STD ERR	2.7	2.5	2.2	2.1	1.3	1.4	2.4	2.6	3.1	3.3	2.6	2.5	2.0	0.4	2.0	3.0	6.3	3.3	2.1	1.7	2.0
			B SD ERR	2.6	2.6	2.1	2.1	1.2	1.3	2.5	2.8	3.1	3.2	2.6	2.4	2.0	0.5	2.5	3.2	6.3	3.3	2.3	1.7	1.9
B 5	1	13	STD ERR	2.8	3.2	2.5	2.8	1.3	1.3	4.7	5.4	5.3	4.3	2.8	2.7	2.4	0.8	3.9	4.3	7.6	4.0	2.1	1.7	5.3
			B SD ERR	2.8	3.7	2.4	2.7	1.3	1.3	4.5	5.7	5.2	3.5	2.8	2.6	2.7	0.8	4.3	4.7	7.2	3.8	2.0	1.6	5.0
B51	1	B	STD ERR	2.2	2.9	1.8	2.4	1.2	1.2	3.6	3.8	4.1	3.1	2.3	2.1	2.1	0.5	2.8	3.9	6.5	4.7	1.8	1.5	2.2
			B SD ERR	2.3	3.1	1.7	2.4	1.2	1.2	3.3	4.1	3.9	3.2	2.3	2.1	2.0	0.6	3.6	4.2	6.2	4.6	1.8	1.4	2.1
B51	2	9	STD ERR	2.2	2.2	2.0	2.2	1.1	1.2	3.3	4.1	4.2	3.3	2.7	2.2	2.5	0.5	2.8	3.5	8.3	5.6	2.6	1.7	1.8
			B SD ERR	2.3	2.5	2.2	2.4	1.1	1.2	3.7	4.8	4.1	3.6	2.9	2.3	2.6	0.6	3.6	4.0	8.3	5.6	2.5	1.7	1.8
B52	1	13	STD ERR	1.7	3.0	2.0	1.8	0.9	0.8	3.7	4.7	3.1	2.1	2.2	1.9	2.1	0.5	3.1	3.4	5.8	2.7	1.3	0.9	2.7
			B SD ERR	1.6	2.7	1.8	1.7	0.9	0.9	3.6	5.0	3.0	2.1	2.0	1.9	1.9	0.6	3.3	3.6	6.1	2.6	1.3	0.8	2.8

EXPR	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff. Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
B52	1	17	STD ERR	2.8	2.6	2.5	1.7	1.3	1.2	7.7	2.2	1.5	2.8	1.9	3.0	3.0	0.4	3.2	2.3	5.6	3.7	1.4	1.6	3.5
			B SD ERR	2.8	3.0	2.4	1.2	1.3	1.2	7.6	2.5	1.7	2.6	2.0	2.9	2.8	0.5	3.3	3.0	5.1	3.5	1.4	1.5	3.2
B52	1	Ad	STD ERR	1.7	1.8	1.5	2.1	1.2	1.2	4.6	4.7	2.9	3.4	1.9	2.2	1.7	0.6	3.7	7.6	2.4	1.8	1.6	1.8	9.8
			B SD ERR	1.7	1.9	1.5	1.7	1.1	1.1	5.0	5.4	3.0	3.3	1.9	2.0	1.5	0.6	3.9	7.3	2.3	1.8	1.6	2.0	10.3
B53	1	13	STD ERR	1.7	2.1	1.5	2.4	0.9	0.8	4.2	2.9	1.5	7.8	1.7	1.9	2.4	0.8	2.3	9.2	8.2	2.7	1.3	0.9	2.5
			B SD ERR	1.4	2.0	1.1	1.4	0.8	0.8	3.5	3.6	1.5	5.5	1.6	1.5	1.9	0.7	2.2	7.2	5.8	2.7	1.1	0.9	2.8
B53	1	Ad	STD ERR	1.7	2.4	2.1	2.0	1.2	1.1	5.5	4.6	2.3	2.6	2.2	2.4	2.1	0.6	4.3	8.3	1.8	4.4	1.3	1.2	6.8
			B SD ERR	1.6	2.1	1.8	1.7	1.1	1.0	5.0	4.4	2.0	2.9	2.0	2.1	2.0	0.7	4.8	8.4	1.7	4.3	1.4	1.3	6.4
B54	1	13	STD ERR	2.6	2.3	2.5	2.6	1.4	1.4	4.3	4.1	5.1	3.6	2.4	2.6	2.9	0.6	2.9	4.3	9.3	4.0	2.0	1.4	4.7
			B SD ERR	2.5	2.5	2.7	2.5	1.4	1.3	4.8	4.3	5.0	3.6	2.8	2.5	3.2	0.7	3.2	4.4	10.2	3.8	1.9	1.4	4.3
B54	1	17	STD ERR	1.5	1.8	1.3	1.3	0.9	0.8	3.1	4.1	1.8	1.9	1.9	1.6	1.3	0.5	3.5	4.0	4.8	1.5	1.3	0.8	7.4
			B SD ERR	1.5	1.7	1.2	1.3	0.9	0.8	2.7	3.5	1.8	2.1	2.0	1.6	1.2	0.5	3.3	3.9	4.3	1.5	1.3	0.8	6.9
B54	1	Ad	STD ERR	2.1	1.4	1.3	1.0	0.7	0.6	3.7	3.4	2.7	3.4	1.4	1.2	1.5	0.5	2.8	13.9	1.7	1.2	1.4	1.0	2.7
			B SD ERR	1.9	1.2	1.1	1.4	0.6	0.6	3.3	4.4	2.8	3.3	1.2	1.2	1.6	0.6	3.3	13.7	1.6	1.0	1.3	1.1	2.6
B54	2	13	STD ERR	2.4	2.5	2.5	2.4	1.1	1.1	4.0	3.1	3.4	3.1	2.4	2.7	2.6	0.5	2.6	3.1	3.7	3.1	1.9	1.6	3.6
			B SD ERR	2.2	2.6	2.3	2.2	1.1	1.0	4.0	3.3	3.2	3.1	2.3	2.6	2.4	0.5	2.9	3.3	4.1	3.1	1.9	1.5	3.4
B54	2	17	STD ERR	3.7	2.8	2.3	2.3	2.0	1.7	4.6	4.2	5.1	3.7	4.2	2.6	2.3	0.7	3.6	9.7	5.8	3.6	2.1	1.4	13.6
			B SD ERR	3.3	2.7	2.4	2.5	1.9	1.6	4.2	3.8	4.6	4.5	4.0	2.5	2.1	0.7	3.7	9.6	5.3	3.7	1.9	1.5	12.2
B54	2	Ad	STD ERR	2.5	3.5	2.2	2.3	1.9	1.8	4.7	8.4	2.4	5.6	3.4	2.5	2.5	1.0	5.5	9.0	2.7	4.6	2.3	2.7	7.5
			B SD ERR	2.0	3.8	2.4	2.2	1.8	1.7	4.5	8.0	2.2	5.6	3.5	2.7	2.7	1.0	5.8	8.5	2.7	4.3	2.3	2.9	6.9
C 1	1	9	STD ERR	0.5	0.4	0.5	0.5	0.3	0.3	1.3	1.9	1.5	1.0	0.4	0.3	0.5	0.2	1.0	2.0	1.3	0.7	0.6	0.4	0.4
			B SD ERR	0.5	0.4	0.5	0.4	0.3	0.3	1.2	1.9	1.6	1.0	0.5	0.3	0.5	0.2	1.1	2.0	1.3	0.8	0.6	0.3	0.3
C 1	2	9	STD ERR	1.3	2.1	1.3	1.6	0.8	0.9	2.5	4.1	3.2	2.8	1.3	1.6	2.4	0.4	2.7	3.3	6.0	3.6	1.4	1.2	1.5
			B SD ERR	1.3	2.3	1.3	1.6	0.8	0.8	2.1	4.2	3.1	2.9	1.4	1.6	2.2	0.5	3.0	3.4	5.7	3.5	1.3	1.1	1.4
C 1	3	9	STD ERR	1.6	1.6	1.4	1.3	0.9	1.0	2.8	3.6	2.4	2.7	1.8	1.3	1.9	0.5	3.2	3.3	5.9	2.6	1.7	1.0	1.8
			B SD ERR	1.5	1.9	1.4	1.3	0.9	1.0	3.1	3.7	2.6	2.5	1.9	1.3	1.9	0.5	3.3	3.6	5.7	2.7	1.7	1.0	1.8
C 1	4	9	STD ERR	2.8	3.8	3.1	2.5	1.3	1.5	4.8	4.2	4.2	4.2	3.9	3.1	3.7	0.5	3.5	4.3	6.3	5.0	1.9	1.6	2.6
			B SD ERR	2.9	4.0	2.8	2.4	1.2	1.3	4.4	4.3	4.5	4.1	3.7	2.9	3.9	0.6	3.8	4.0	5.9	4.7	1.9	1.6	2.6
C 2	1	13	STD ERR	1.5	1.1	1.0	1.1	0.7	0.6	1.9	1.7	0.8	1.9	1.9	1.3	1.1	0.4	2.2	2.9	3.8	2.0	0.9	0.6	1.9
			B SD ERR	1.5	1.2	1.0	1.1	0.6	0.6	2.2	2.5	0.8	1.8	1.8	1.2	1.0	0.5	2.8	3.1	4.0	1.8	0.9	0.6	1.9
C 2	1	17	STD ERR	0.8	0.5	0.7	0.9	0.5	0.4	2.2	4.2	0.6	1.8	0.7	1.0	0.5	0.3	1.6	1.6	0.4	2.0	0.4	0.6	2.3
			B SD ERR	0.7	0.7	0.6	0.9	0.5	0.4	2.3	4.1	0.8	1.4	0.7	0.8	0.5	0.3	1.9	1.3	0.6	1.9	0.5	0.6	2.0
C 2	1	Ad	STD ERR	1.8	2.2	1.4	2.1	1.4	1.3	2.8	4.0	2.6	4.2	1.9	2.5	1.4	0.9	2.9	10.1	2.7	1.7	2.7	2.5	9.9
			B SD ERR	2.1	2.4	1.6	2.6	1.3	1.2	2.8	4.1	2.3	4.8	2.1	2.5	1.5	0.9	2.8	10.7	2.6	1.9	2.8	2.4	10.4
C 2	2	13	STD ERR	3.1	2.4	2.3	2.8	1.2	1.2	4.9	3.7	3.3	3.3	3.7	2.7	2.6	0.6	2.8	4.9	7.5	3.9	1.7	1.4	3.7
			B SD ERR	2.9	2.2	2.2	2.8	1.1	1.1	4.7	4.3	3.4	3.2	3.3	2.6	2.3	0.8	3.3	4.7	7.1	3.8	1.6	1.3	4.0
C 2	2	17	STD ERR	1.9	1.6	1.3	1.5	1.1	0.9	2.9	5.9	3.4	2.1	1.5	1.4	1.6	0.6	3.4	2.5	4.4	2.9	1.3	1.1	3.0
			B SD ERR	2.0	1.6	1.2	1.5	1.1	0.9	3.3	5.3	3.6	1.9	1.8	1.4	1.3	0.5	3.1	2.0	4.0	2.7	1.2	1.0	2.6
C 2	2	Ad	STD ERR	4.2	5.2	3.6	3.8	2.1	2.0	5.4	7.4	5.9	5.5	3.8	4.9	3.8	1.0	5.7	10.0	3.6	4.2	2.8	3.7	7.7
			B SD ERR	4.3	5.7	3.8	4.1	2.1	2.0	5.6	7.2	5.4	5.9	4.2	4.7	4.3	1.1	5.5	10.6	3.4	4.3	2.9	3.8	7.6

C 3	3	13	STD ERR	3.2	2.8	3.3	2.9	1.5	1.4	4.4	3.9	3.3	4.8	3.7	2.9	3.9	0.6	3.0	4.5	7.3	3.4	2.0	1.7	4.1
			B SD ERR	3.2	2.9	3.0	3.0	1.4	1.4	4.1	4.2	3.5	4.7	3.6	2.7	4.0	0.6	3.0	4.5	6.9	3.6	1.9	1.8	4.7
C 2	3	17	STD ERR	2.9	4.0	2.2	2.9	1.5	1.2	5.3	6.3	4.8	3.9	3.6	2.7	3.2	0.8	3.5	6.3	5.2	3.4	1.7	1.7	13.6
			B SD ERR	2.7	3.9	2.3	3.1	1.4	1.1	5.5	5.8	4.5	3.7	3.0	2.7	2.7	0.8	4.0	6.2	5.3	3.6	1.7	1.7	12.1
C 2	3	Ad	STD ERR	2.9	5.1	3.3	3.4	1.8	1.7	6.2	6.9	5.1	5.8	2.8	4.1	4.6	0.9	5.3	9.3	1.2	4.3	3.1	3.2	6.3
			B SD ERR	3.0	5.5	3.5	3.3	1.8	1.7	6.7	7.3	4.6	5.9	3.2	3.5	5.2	1.0	5.8	9.1	3.4	4.3	3.0	3.1	5.9
C 2	4	13	STD ERR	1.8	2.3	2.0	2.0	1.2	1.2	2.9	3.0	3.0	2.6	2.3	2.3	2.7	0.4	2.0	3.1	5.9	2.0	1.5	1.3	3.1
			B SD ERR	1.9	2.2	1.8	2.1	1.2	1.2	3.2	3.1	3.3	2.3	2.3	2.0	2.6	0.4	2.3	3.4	6.2	2.0	1.5	1.3	3.2
C 2	4	17	STD ERR	1.7	3.8	1.9	2.2	1.1	0.9	4.4	3.3	3.2	2.7	2.7	2.5	2.9	0.6	2.6	2.9	2.6	2.3	2.0	1.1	4.2
			B SD ERR	1.7	3.8	2.0	2.3	1.2	1.0	4.4	3.1	3.1	2.5	2.5	2.5	2.8	0.6	2.9	3.1	2.7	2.4	1.9	1.2	5.0
C 2	4	Ad	STD ERR	2.1	2.8	2.0	1.8	1.3	1.2	3.2	6.6	3.0	3.7	2.4	1.6	2.3	0.6	3.6	4.4	2.2	3.4	1.7	1.7	3.1
			B SD ERR	2.2	3.1	2.0	1.9	1.3	1.1	3.3	6.0	2.9	4.0	2.4	1.7	2.7	0.5	2.9	4.2	1.9	3.2	1.8	1.6	3.4
C 2	5	13	STD ERR	0.7	0.7	0.4	0.9	0.4	0.4	1.0	1.4	1.3	1.1	0.8	0.9	0.5	0.2	1.1	0.9	4.6	0.4	0.4	0.4	1.2
			B SD ERR	0.6	0.8	0.4	1.0	0.4	0.4	1.0	1.2	1.3	1.1	0.8	0.9	0.6	0.2	1.2	1.3	4.7	0.4	0.4	0.4	1.1
C 2	5	17	STD ERR	1.3	1.9	1.2	0.8	0.7	0.6	2.2	1.2	1.8	1.1	2.0	1.1	1.7	0.3	1.9	0.8	0.9	0.8	1.3	0.7	0.8
			B SD ERR	1.5	1.6	1.2	0.8	0.7	0.6	2.2	1.2	1.7	1.0	2.2	1.0	1.7	0.3	1.8	1.0	1.1	0.8	1.3	0.8	0.8
C 2	5	Ad	STD ERR	0.8	0.6	0.7	0.6	0.4	0.4	1.5	0.4	1.4	2.5	0.6	0.8	0.4	0.1	0.4	0.9	0.6	0.9	0.6	0.9	0.4
			B SD ERR	0.8	0.6	0.7	0.7	0.4	0.4	1.6	0.3	1.2	2.6	0.6	0.8	0.5	0.1	0.6	0.9	0.6	1.0	0.7	0.8	0.7
C 3	1	13	STD ERR	2.5	3.0	2.4	2.3	1.2	1.1	5.9	3.5	2.8	3.9	3.0	2.3	2.7	0.8	2.4	5.7	4.7	3.0	2.0	1.2	4.3
			B SD ERR	2.2	2.1	2.3	2.0	1.1	1.1	5.3	4.5	2.7	3.8	2.8	2.2	2.8	0.7	2.5	5.3	4.6	2.9	2.0	1.2	4.5
C 3	1	17	STD ERR	3.9	2.8	2.8	2.6	1.8	1.5	8.4	8.2	5.0	8.7	4.4	3.1	2.6	1.0	3.8	7.6	6.9	3.9	2.1	1.9	8.7
			B SD ERR	3.1	3.4	2.9	2.8	1.8	1.5	8.1	4.0	5.2	4.6	4.2	3.3	2.6	0.9	3.5	8.1	6.6	3.9	2.2	1.9	7.0
C 3	1	Ad	STD ERR	2.2	2.9	2.0	2.0	1.2	1.1	3.7	5.9	1.9	3.6	2.8	2.5	2.8	0.6	4.2	5.8	2.6	2.2	2.0	1.6	7.4
			B SD ERR	2.0	2.5	2.8	1.9	1.2	1.1	3.4	4.9	1.8	4.1	2.7	2.6	2.6	0.5	4.1	4.2	2.7	2.3	1.9	1.6	7.1
C 4	1	Ad	STD ERR	2.6	4.1	3.0	3.8	2.1	2.1	7.5	6.0	5.0	7.2	3.6	4.1	4.2	0.9	5.9	8.7	4.3	4.9	3.7	4.4	8.6
			B SD ERR	2.6	4.0	3.0	3.6	1.9	1.9	7.6	6.4	4.8	8.3	3.2	3.5	4.3	0.9	6.5	8.2	4.3	4.6	3.5	4.4	8.8
C 4	2	Ad	STD ERR	2.3	2.2	2.9	3.8	1.8	1.7	4.6	2.9	4.7	4.2	2.7	4.5	2.7	0.6	4.8	2.1	2.0	5.5	2.4	3.4	2.3
			B SD ERR	2.4	2.3	2.8	3.7	1.6	1.5	4.8	3.5	4.2	4.7	2.8	4.5	2.6	0.7	5.4	3.1	2.1	5.3	2.7	3.3	2.5
C51	1	9	STD ERR	2.8	2.3	3.3	3.0	1.5	1.5	6.3	5.1	4.5	3.8	4.6	3.0	3.1	0.7	3.5	4.8	7.6	5.0	2.4	1.6	2.6
			B SD ERR	3.0	2.5	3.2	3.0	1.4	1.4	6.1	5.4	4.5	3.7	4.6	2.8	3.1	0.7	3.8	5.1	8.0	4.6	2.3	1.5	2.5
C52	1	17	STD ERR	1.9	2.0	1.0	1.3	1.0	0.9	4.0	3.0	2.1	3.7	1.1	1.6	1.6	0.4	2.6	2.7	3.8	2.8	1.4	1.1	4.8
			B SD ERR	1.8	1.7	1.1	1.2	0.9	0.9	4.2	3.2	2.4	3.6	1.2	1.6	1.5	0.5	2.9	2.9	3.6	3.0	1.4	1.3	4.7
C52	1	Ad	STD ERR	2.1	2.2	1.6	3.0	1.5	1.3	2.8	5.5	2.0	4.7	2.8	2.2	1.8	0.5	3.6	5.3	2.0	2.5	2.3	2.3	9.5
			B SD ERR	2.0	2.2	1.8	2.6	1.4	1.3	2.7	5.6	2.5	4.9	2.6	2.1	1.9	0.6	4.0	5.9	2.1	3.7	2.3	2.7	9.6

				REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
EXER	RES	AGE		N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	NnH Black	Black	Other	None	Some	Graduated	Post	Unknown
C52	*2	17	STD ERR	0.4	0.2	0.2	0.2	0.2	0.1	0.4	1.1	0.1	0.3	0.2	0.3	0.2	0.1	0.8	0.1	0.1	0.2	0.3	0.2	0.1
			B SD ERR	0.4	0.3	0.2	0.2	0.2	0.1	0.4	0.9	0.2	0.4	0.2	0.3	0.2	0.1	0.7	0.2	0.2	0.3	0.3	0.3	0.3
C52	*2	Ad	STD ERR	0.2	0.3	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.8	0.1	0.1	0.5	0.1	0.8	0.1	0.2	0.2	0.1	0.1	0.9
			B SD ERR	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.6	0.1	0.7	0.1	0.1	0.4	0.1	0.9	0.2	0.2	0.2	0.0	0.1	0.8
C53	1	Ad	STD ERR	1.4	1.7	0.9	1.8	0.9	0.8	1.8	3.1	1.9	3.9	1.0	2.2	1.6	0.6	3.9	9.4	1.4	1.7	1.2	1.1	7.2
			B SD ERR	1.6	1.8	0.9	1.2	0.8	0.8	2.0	3.4	2.0	4.1	1.0	2.1	1.6	0.6	4.0	8.9	1.3	1.6	1.1	1.2	6.1
C53	*2	Ad	STD ERR	3.1	4.8	3.3	3.7	2.5	2.3	5.9	5.4	4.8	5.7	4.6	3.8	4.4	0.8	5.6	9.3	3.9	4.5	5.0	3.9	8.6
			B SD ERR	3.2	6.0	3.5	3.6	2.4	2.2	6.0	5.1	4.9	5.4	4.5	3.9	4.7	0.8	5.6	10.3	4.2	4.3	4.9	4.3	7.3
C53	3	Ad	STD ERR	2.3	3.9	2.4	3.4	2.0	1.9	5.1	5.4	4.8	4.5	3.8	3.3	3.0	0.5	3.4	8.0	2.4	5.5	2.7	3.8	6.2
			B SD ERR	2.3	4.4	2.5	3.3	1.9	1.8	4.9	6.0	5.1	4.5	3.8	3.3	3.1	0.7	4.6	8.8	2.7	5.5	2.7	4.2	6.0
D 1	1	9	STD ERR	2.3	3.5	2.8	3.0	1.5	1.6	5.1	4.3	3.8	3.8	3.0	2.8	2.8	0.6	2.9	4.5	6.1	4.5	2.5	1.6	2.2
			B SD ERR	2.3	3.7	2.8	3.0	1.5	1.6	4.8	4.7	3.9	3.9	3.1	2.6	2.9	0.6	3.3	4.4	5.8	4.5	2.5	1.6	2.4
D 1	1	13	STD ERR	2.2	2.5	1.4	1.8	1.2	1.1	3.8	4.1	2.4	2.4	2.4	1.7	2.3	0.6	2.8	3.6	7.5	2.9	1.7	1.0	3.4
			B SD ERR	1.8	1.9	1.5	1.7	1.1	1.1	3.3	4.0	2.6	2.5	2.2	1.6	1.9	0.6	2.6	3.9	7.6	2.8	1.7	1.0	3.3
D 1	1	17	STD ERR	2.2	3.5	2.0	1.5	1.3	1.1	2.5	5.1	1.5	2.9	1.7	3.2	3.3	0.7	3.8	2.2	5.5	3.7	1.4	1.3	16.4
			B SD ERR	2.0	3.2	1.4	1.2	0.9	0.8	2.4	4.8	1.1	2.3	1.7	2.4	2.7	0.7	3.9	2.0	4.6	3.6	1.3	1.2	16.4
D 2	1	9	STD ERR	2.4	2.5	2.8	2.4	1.6	1.6	5.0	3.4	3.9	3.1	3.1	2.9	3.3	0.6	3.7	4.6	7.4	4.6	2.6	2.0	3.1
			B SD ERR	2.6	2.9	2.8	2.2	1.6	1.6	5.5	4.1	3.7	3.1	3.3	2.9	3.5	0.7	3.9	5.0	7.3	4.9	2.5	2.1	3.1
D 2	1	13	STD ERR	2.2	2.2	1.9	1.8	1.3	1.3	3.9	4.0	3.0	3.5	2.4	2.3	2.3	0.5	2.8	4.2	9.4	3.4	2.2	1.4	4.4
			B SD ERR	2.0	2.3	1.6	1.7	1.2	1.2	4.1	4.0	3.1	3.3	2.2	2.1	2.1	0.6	3.3	4.7	9.9	3.4	2.1	1.4	4.3
D 2	1	17	STD ERR	2.8	2.4	2.2	2.5	1.3	1.1	3.4	4.3	4.5	2.0	4.2	2.2	2.5	0.5	2.8	5.0	4.0	3.1	1.7	1.4	7.0
			B SD ERR	2.6	2.2	2.1	2.2	1.3	1.1	3.3	4.3	4.4	2.0	3.6	2.3	2.6	0.5	2.9	4.4	4.2	3.2	1.7	1.5	7.1
D 2	1	Ad	STD ERR	2.0	2.4	2.0	1.7	1.1	1.0	5.9	4.3	1.4	4.7	1.9	2.1	3.7	0.4	2.7	8.0	2.1	2.1	1.9	1.7	7.0
			B SD ERR	1.9	2.5	1.9	1.8	1.0	0.9	5.6	5.4	1.8	4.5	1.9	2.1	3.9	0.6	3.6	8.0	2.5	2.1	2.0	1.9	6.7
D 2	2	9	STD ERR	2.5	2.6	2.4	2.5	1.3	1.3	4.7	2.8	3.4	3.2	2.3	3.1	2.1	0.5	2.8	3.2	6.1	3.0	2.0	1.5	1.9
			B SD ERR	2.6	2.8	2.3	2.6	1.2	1.3	4.9	2.9	3.1	3.0	2.2	3.0	2.1	0.5	3.1	3.9	6.4	3.1	1.9	1.5	1.8
D 2	2	13	STD ERR	2.4	2.7	2.1	2.4	1.4	1.4	4.3	5.0	3.5	3.4	2.6	2.3	2.5	0.6	3.2	5.0	7.2	3.3	2.3	1.5	4.8
			B SD ERR	2.3	2.8	1.8	2.4	1.3	1.3	4.8	4.8	3.8	3.3	2.4	2.3	2.3	0.6	3.3	5.2	8.1	3.2	2.3	1.6	4.9
D 2	2	17	STD ERR	2.8	2.3	2.1	3.1	1.3	1.3	3.3	5.0	4.1	3.1	3.9	2.5	2.8	0.6	3.1	5.9	6.1	3.6	2.0	1.6	20.4
			B SD ERR	2.6	2.1	1.9	2.8	1.3	1.2	3.3	5.1	3.9	3.3	3.2	2.3	2.8	0.6	3.5	5.2	5.5	3.6	1.9	1.6	21.2
D 2	2	Ad	STD ERR	2.7	3.7	2.3	2.6	1.6	1.4	6.0	5.7	2.9	5.0	2.8	2.5	3.7	0.6	4.4	8.4	2.8	3.0	2.2	2.6	8.4
			B SD ERR	2.5	3.6	2.0	3.0	1.4	1.3	5.9	6.8	3.2	5.2	3.0	2.7	4.1	0.8	5.9	8.6	3.2	2.8	2.4	2.7	7.6
D 3	1	13	STD ERR	1.7	1.4	1.5	1.6	0.8	0.9	2.3	3.3	1.8	2.4	2.6	1.5	1.8	0.5	2.3	3.4	5.5	3.3	1.3	1.0	3.4
			B SD ERR	1.6	1.7	1.5	1.8	0.9	1.0	2.0	3.6	2.0	2.3	2.3	1.6	1.8	0.5	2.7	3.4	5.8	3.4	1.3	1.0	3.5
D 3	1	17	STD ERR	1.4	1.9	1.5	1.1	1.1	1.0	5.6	2.1	2.7	1.6	1.4	1.6	2.3	0.4	3.3	3.3	5.6	1.9	1.2	1.0	4.1
			B SD ERR	1.3	2.3	1.3	1.1	1.1	1.0	4.8	2.1	2.6	1.7	1.8	1.5	2.1	0.5	4.0	2.9	5.1	1.8	1.2	0.8	3.2
D 3	1	Ad	STD ERR	3.2	2.8	2.3	3.2	1.8	1.5	3.5	5.5	3.3	7.8	3.2	2.6	3.6	1.0	5.6	6.9	2.3	2.7	2.6	3.1	10.4
			B SD ERR	2.9	3.0	2.3	3.7	1.7	1.4	3.3	4.8	3.0	8.2	3.4	2.4	3.6	1.1	5.5	6.7	2.4	2.6	2.7	2.9	11.3
D 4	1	13	STD ERR	2.3	2.8	1.8	2.5	0.9	0.9	5.5	7.4	3.8	5.5	2.6	2.3	2.0	0.8	2.9	4.8	4.6	2.7	1.5	1.0	4.0
			B SD ERR	2.0	2.1	1.6	2.2	0.9	0.9	4.8	4.0	2.7	3.3	2.5	2.1	1.8	0.8	3.2	5.1	4.4	2.7	1.4	0.9	3.1

D 4	1	17	STD ERR	3.3	3.3	2.4	2.5	1.5	1.2	5.4	4.3	3.7	2.6	3.2	2.9	3.2	1.0	3.6	10.0	6.2	3.3	1.6	1.7	9.3
			B SD ERR	2.5	3.1	2.4	2.8	1.2	1.0	5.4	3.6	3.6	2.2	2.4	2.6	2.9	1.1	3.6	11.8	6.6	3.1	1.4	1.7	8.7
D 4	1	Ad	STD ERR	2.6	2.8	2.7	2.9	1.9	1.8	4.6	5.2	3.5	5.3	3.0	3.2	2.5	0.9	4.6	11.4	2.9	2.9	2.5	2.6	8.6
			B SD ERR	2.6	2.9	2.7	3.4	1.7	1.6	4.7	5.4	3.3	5.2	3.3	2.9	2.7	0.9	4.1	11.6	3.0	2.8	2.6	2.5	8.1
D 5	1	13	STD ERR	2.6	1.8	2.6	2.5	1.1	0.9	8.0	4.9	2.3	4.3	3.2	2.7	3.1	1.0	3.5	5.0	5.6	3.7	1.8	1.3	4.3
			B SD ERR	1.9	3.2	2.2	2.2	1.0	0.9	6.6	4.6	2.6	3.6	2.9	2.3	3.0	0.8	3.7	4.6	4.5	3.0	1.7	1.2	3.8
D 5	1	17	STD ERR	2.7	2.7	2.2	1.7	1.7	1.5	12.8	3.7	1.9	4.6	2.3	1.9	3.5	1.1	5.4	3.7	7.3	3.7	2.3	1.9	8.7
			B SD ERR	2.6	2.4	1.8	1.6	1.5	1.3	10.9	3.9	2.4	4.4	2.1	2.0	3.0	1.1	5.7	5.1	6.7	3.5	2.3	1.5	7.5
D 5	1	Ad	STD ERR	1.4	2.6	1.5	1.7	1.1	1.0	4.6	3.3	1.2	4.0	1.3	2.1	2.3	0.5	3.9	8.3	1.9	2.3	1.6	1.2	6.6
			B SD ERR	1.3	2.4	1.5	1.5	1.1	1.0	4.0	3.5	1.2	4.7	1.5	2.1	2.3	0.6	3.9	9.3	2.2	2.3	1.7	1.3	5.9
D 6	1	17	STD ERR	3.2	2.9	3.5	2.8	1.7	1.5	7.1	4.5	5.6	2.9	3.8	3.7	3.1	0.8	3.2	5.5	4.7	4.2	1.9	2.1	6.0
			B SD ERR	2.6	3.1	2.3	2.9	1.3	1.1	7.5	3.2	4.8	2.6	3.3	3.5	2.8	0.8	3.5	5.6	4.8	3.7	1.7	2.0	6.4
D 6	1	Ad	STD ERR	3.9	5.7	4.0	4.9	2.0	2.0	5.5	7.0	4.4	5.0	4.7	4.0	4.9	0.9	4.9	16.8	2.9	4.8	3.5	2.7	9.3
			B SD ERR	3.3	4.5	3.6	4.1	1.9	1.8	5.1	6.3	4.4	5.6	4.9	3.6	4.4	0.8	5.5	11.8	2.8	4.3	3.2	2.6	8.1
D 7	1	9	STD ERR	1.7	2.5	1.8	1.7	1.1	1.1	5.8	4.1	2.1	2.6	1.9	1.4	1.7	0.7	3.9	5.7	6.7	3.6	1.8	1.2	1.9
			B SD ERR	1.4	2.4	1.5	1.5	1.0	1.0	5.2	4.8	2.1	2.6	2.0	1.4	1.8	0.8	4.7	5.3	5.6	3.5	1.7	1.2	1.9
D 7	1	13	STD ERR	1.0	1.1	0.9	0.8	0.4	0.5	1.9	1.5	0.6	1.4	1.2	0.9	1.2	0.2	1.3	2.2	5.2	1.7	0.6	0.6	2.0
			B SD ERR	1.0	1.0	0.8	0.8	0.4	0.4	2.0	1.6	0.7	1.3	1.2	0.9	1.1	0.3	1.4	2.2	5.2	1.7	0.7	0.6	2.0
D 7	2	9	STD ERR	3.0	2.9	3.2	3.4	1.5	1.6	5.8	4.2	4.8	4.0	4.5	3.4	2.5	0.6	3.8	4.8	7.9	6.5	2.5	1.9	2.7
			B SD ERR	3.0	3.0	3.0	3.3	1.4	1.4	6.0	5.0	5.0	4.0	4.6	3.3	2.6	0.7	4.5	4.4	7.9	6.5	2.4	1.9	2.7
D 7	2	13	STD ERR	2.1	2.2	1.8	1.6	0.9	1.0	3.6	3.3	2.9	3.1	2.8	1.8	2.3	0.5	2.8	3.1	5.5	3.7	1.4	1.0	4.4
			B SD ERR	2.0	1.9	1.7	1.5	0.9	1.0	3.7	3.6	2.8	2.9	2.8	1.8	2.3	0.5	2.9	3.6	5.5	3.4	1.4	1.0	4.5
D 8	1	17	STD ERR	3.2	3.1	2.4	3.8	1.8	1.5	10.4	4.2	3.6	3.4	4.2	3.2	3.2	0.9	5.2	7.1	7.7	3.8	2.5	1.7	6.9
			B SD ERR	3.0	3.4	2.4	3.8	1.7	1.5	11.9	4.6	4.0	3.3	4.3	3.3	3.4	0.9	5.5	6.9	8.0	3.8	2.3	1.8	6.8
D 8	1	Ad	STD ERR	2.5	3.2	2.5	3.2	1.7	1.5	4.8	5.7	3.5	5.0	2.5	3.3	4.3	0.8	4.9	6.8	2.8	3.5	2.6	1.9	3.3
			B SD ERR	2.5	3.3	2.6	3.2	1.7	1.5	5.3	6.3	3.4	4.7	2.6	3.1	4.1	0.8	4.7	6.9	2.8	3.6	2.7	1.9	3.7
D 8	2	17	STD ERR	2.9	4.4	2.3	2.8	1.2	1.0	9.8	3.1	3.3	4.5	4.1	2.9	3.2	0.9	4.5	7.9	5.6	3.8	2.2	1.7	7.8
			B SD ERR	2.9	4.0	2.3	3.0	1.0	0.9	8.2	3.6	3.3	4.6	4.1	3.1	3.0	0.8	4.7	7.2	5.8	3.9	2.1	1.8	7.5
D 8	2	Ad	STD ERR	2.5	3.0	2.7	4.0	2.1	1.9	8.9	5.9	4.7	5.6	3.5	2.8	3.3	0.7	4.4	4.6	2.9	5.5	3.0	3.3	4.5
			B SD ERR	2.9	3.3	2.8	4.2	2.1	1.8	9.0	6.0	4.6	6.1	3.4	2.9	3.3	0.7	4.0	5.3	3.0	5.4	3.0	3.2	3.9
D 8	3	17	STD ERR	2.2	2.8	2.4	2.5	1.9	1.7	8.7	2.8	4.5	3.1	2.7	3.5	4.3	0.6	3.2	7.1	5.1	4.2	2.0	1.6	7.5
			B SD ERR	2.3	3.1	2.6	2.6	2.0	1.8	8.6	3.4	4.9	3.1	2.8	3.6	4.0	0.6	4.0	6.2	5.5	4.1	2.1	1.8	7.8
D 8	3	Ad	STD ERR	3.8	5.1	3.2	4.4	2.5	2.2	8.3	7.1	4.9	7.3	3.8	5.4	4.1	1.1	6.3	8.6	4.0	5.2	4.9	4.0	10.4
			B SD ERR	3.8	5.1	3.2	4.4	2.4	2.1	8.3	7.1	5.2	6.6	3.8	5.2	4.1	1.2	6.9	8.9	4.1	5.0	4.9	4.4	10.4

EXER	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
D 8	4	17	STD ERR	2.5	2.7	3.5	2.9	1.7	1.6	5.8	3.1	4.1	2.8	2.3	3.5	3.8	0.6	3.2	3.9	5.0	3.8	1.8	1.8	6.1
			B SD ERR	2.4	2.8	2.5	2.7	1.8	1.6	5.9	3.8	4.7	2.9	2.4	3.7	3.9	0.7	3.7	3.7	5.7	3.7	1.8	1.9	6.0
D 8	4	Ad	STD ERR	3.8	4.9	3.5	4.6	2.6	2.3	10.1	7.3	5.6	7.4	4.2	5.3	5.0	1.0	5.3	8.6	4.3	6.0	5.3	4.7	10.0
			B SD ERR	3.4	5.2	3.5	4.8	2.5	2.2	10.8	7.1	5.6	6.3	4.3	4.9	5.1	1.1	6.0	8.4	4.4	5.5	5.3	4.8	10.1
D 9	1	9	STD ERR	0.9	1.7	1.2	1.7	0.8	0.8	2.9	4.3	1.4	2.4	1.5	1.1	1.3	0.5	2.6	5.3	5.4	3.2	1.3	0.8	1.4
			B SD ERR	0.9	1.8	1.1	1.6	0.7	0.8	2.8	4.4	1.5	2.4	1.5	1.1	1.3	0.5	2.8	5.1	5.4	2.9	1.2	0.8	1.3
D 9	1	13	STD ERR	1.1	1.1	1.4	1.4	0.7	0.6	2.5	4.0	1.9	2.0	1.4	1.2	2.2	1.0	3.9	3.0	3.0	4.2	0.8	1.1	3.1
			B SD ERR	1.0	1.6	1.0	1.1	0.5	0.5	1.4	5.2	1.9	1.8	1.0	0.7	1.7	1.0	4.2	2.5	2.8	3.5	0.8	0.8	3.0
D 9	1	17	STD ERR	1.0	1.9	1.0	1.9	0.7	0.7	2.4	2.4	0.8	1.8	2.3	1.3	2.2	0.4	1.4	4.2	3.3	1.4	0.9	0.9	0.8
			B SD ERR	1.1	1.7	1.2	1.9	0.7	0.7	2.1	2.6	1.4	1.9	2.3	1.5	1.7	0.4	1.7	3.6	3.2	1.6	0.9	0.9	1.4
D 9	1	Ad	STD ERR	1.3	1.1	0.8	0.8	0.7	0.6	3.5	2.2	0.6	1.2	0.7	2.1	1.2	0.3	2.0	3.6	1.3	1.1	1.4	0.6	1.7
			B SD ERR	1.3	1.2	0.9	0.7	0.6	0.6	3.5	2.0	1.0	1.2	0.7	2.2	1.1	0.3	2.1	3.0	1.3	1.1	1.4	0.5	1.8
D 9	2	13	STD ERR	2.8	4.5	2.8	3.0	1.4	1.3	6.1	5.4	6.1	6.4	3.2	2.9	3.3	1.4	4.4	5.8	4.5	4.1	1.4	1.6	5.6
			B SD ERR	2.3	3.0	2.5	3.0	1.2	1.2	5.5	5.5	5.7	5.6	2.9	2.6	2.9	1.2	4.2	6.1	4.6	3.9	1.3	1.4	4.6
D 9	2	17	STD ERR	2.3	3.1	1.9	2.0	1.3	1.2	7.7	4.2	2.5	4.3	2.7	2.1	4.5	0.8	4.7	7.3	6.6	3.1	1.9	1.5	7.9
			B SD ERR	2.1	3.0	1.7	2.3	1.2	1.1	5.9	4.0	3.0	3.7	2.8	2.3	3.6	0.9	5.4	5.5	6.6	3.0	1.8	1.6	7.6
D 9	2	Ad	STD ERR	2.0	2.9	1.7	2.8	1.2	1.1	4.8	5.2	1.9	4.6	2.0	2.8	2.6	0.7	4.3	8.7	2.7	2.3	2.2	1.7	6.8
			B SD ERR	1.9	2.4	1.5	2.9	1.2	1.1	5.0	5.0	2.2	4.7	2.0	2.8	2.7	0.6	4.2	7.1	2.4	2.4	2.2	1.7	5.6
D 9	3	13	STD ERR	0.7	0.8	0.9	0.6	0.4	0.4	1.0	0.4	1.1	1.1	1.1	0.7	1.0	0.2	0.8	1.8	1.0	0.7	0.5	0.5	2.1
			B SD ERR	0.8	0.9	0.9	0.6	0.4	0.4	1.1	0.9	1.2	1.2	1.1	0.7	0.9	0.2	1.0	2.0	0.9	0.7	0.5	0.5	2.1
D 9	3	17	STD ERR	1.5	0.9	1.2	1.3	0.6	0.6	1.6	1.6	2.3	1.4	1.4	1.8	1.9	0.2	0.9	1.6	1.0	0.9	1.0	0.7	0.8
			B SD ERR	1.5	1.2	1.2	1.2	0.6	0.6	1.5	1.6	2.1	1.2	1.6	1.8	1.9	0.2	0.9	1.8	1.0	1.0	0.9	0.7	1.2
D 9	3	Ad	STD ERR	4.4	3.3	2.9	3.2	1.9	1.7	4.6	3.9	5.0	4.8	3.3	3.7	2.9	0.5	3.8	2.3	3.4	3.9	2.3	3.3	3.0
			B SD ERR	3.3	2.9	2.6	2.7	1.9	1.6	4.5	4.6	4.2	4.5	3.3	3.5	2.6	0.6	4.4	3.8	3.4	3.4	2.5	2.5	3.4
D 9	4	13	STD ERR	1.6	1.2	1.4	1.3	0.7	0.7	2.7	0.9	1.7	3.8	1.3	1.5	1.3	0.3	1.0	2.2	2.9	1.0	0.7	0.8	3.5
			B SD ERR	1.4	1.2	1.2	1.3	0.7	0.6	2.7	1.1	1.7	3.1	1.3	1.5	1.3	0.3	1.2	1.9	2.8	1.0	0.7	0.8	2.9
D 9	4	17	STD ERR	1.9	1.6	2.0	2.0	0.9	0.9	2.8	1.8	4.5	3.9	2.2	2.8	2.1	0.4	1.5	1.9	3.5	1.4	1.4	1.2	11.3
			B SD ERR	1.9	1.9	1.8	2.1	0.9	0.9	2.6	2.0	4.6	3.4	2.0	2.8	2.2	0.3	1.5	2.3	3.4	1.4	1.3	1.2	10.6
D 9	4	Ad	STD ERR	4.6	5.2	3.4	4.4	2.4	2.2	4.9	4.0	4.8	7.1	4.2	3.7	3.8	0.5	3.4	4.7	3.6	4.8	3.5	3.1	5.9
			B SD ERR	3.4	4.8	3.2	3.7	2.3	2.2	4.7	4.6	3.9	6.0	4.1	3.3	3.7	0.5	3.6	5.5	3.1	4.0	3.3	3.1	5.4
D 9	5	13	STD ERR	0.8	0.5	0.6	0.5	0.3	0.3	1.0	0.9	2.4	0.6	0.7	0.5	0.6	0.1	0.5	0.5	0.4	0.5	0.3	0.3	0.8
			B SD ERR	0.8	0.6	0.5	0.5	0.3	0.3	0.9	0.8	2.3	0.7	0.7	0.5	0.6	0.1	0.4	0.7	0.3	0.6	0.3	0.4	0.9
D 9	5	17	STD ERR	3.2	2.3	2.4	2.3	1.1	1.1	3.8	2.6	4.4	3.6	4.1	2.8	3.1	0.6	2.3	3.4	6.7	1.9	1.8	1.4	10.8
			B SD ERR	3.0	2.5	2.2	2.2	1.1	1.1	2.7	3.0	3.9	3.1	3.9	2.7	2.6	0.5	2.4	2.8	6.0	1.9	1.7	1.5	9.1
D 9	5	Ad	STD ERR	3.3	5.0	3.1	4.1	2.2	2.0	5.5	6.4	3.9	6.2	3.6	4.1	3.8	0.8	5.5	7.2	2.9	4.7	3.2	2.9	6.2
			B SD ERR	3.4	5.3	3.0	3.8	2.2	1.9	4.9	6.5	4.6	6.0	3.6	4.0	3.9	0.9	5.8	8.6	3.0	4.2	3.2	2.8	5.9
D 9	6	13	STD ERR	0.8	0.6	0.8	0.9	0.5	0.5	2.0	0.7	1.8	1.6	0.8	0.7	0.8	0.2	0.6	1.2	1.3	1.1	0.6	0.6	1.6
			B SD ERR	0.7	0.7	0.8	0.9	0.5	0.5	2.1	0.8	1.9	1.3	0.8	0.8	0.8	0.2	0.7	1.3	1.6	1.1	0.6	0.6	1.4
D 9	6	17	STD ERR	1.5	1.3	1.1	1.5	0.8	0.8	2.5	1.4	2.7	2.0	1.8	2.0	1.5	0.4	0.9	2.8	1.9	1.3	1.0	1.0	2.1
			B SD ERR	1.4	1.4	1.2	1.4	0.8	0.8	2.3	1.5	2.7	1.7	1.8	1.9	1.4	0.3	1.4	2.5	2.2	1.3	1.0	1.0	2.5

D 9	6	Ad	STD ERR	3.4	4.4	2.8	3.8	2.3	2.0	5.0	2.7	4.5	3.9	2.9	3.7	4.8	0.8	3.7	13.8	3.3	3.9	3.4	2.7	4.2
			B SD ERR	2.8	4.7	2.7	3.1	2.4	2.1	5.5	3.8	4.4	3.9	3.3	3.7	4.5	0.8	4.1	12.6	2.9	3.6	3.0	2.6	4.0
D 9	7	13	STD ERR	2.3	2.1	2.6	3.6	1.1	1.0	5.9	2.6	4.6	3.4	3.3	2.4	2.1	0.6	2.0	3.0	4.1	1.9	1.3	1.5	6.0
			B SD ERR	2.4	2.2	2.9	4.0	1.0	1.0	6.4	3.2	5.0	3.5	3.6	2.3	2.0	0.7	2.1	4.4	4.2	1.9	1.2	1.4	5.9
D 9	7	17	STD ERR	3.2	3.3	2.7	3.1	1.3	1.3	5.7	4.0	5.5	4.1	3.8	3.5	3.6	0.7	2.6	5.4	6.4	2.4	2.2	1.8	11.0
			B SD ERR	3.1	3.6	2.4	2.8	1.2	1.2	4.5	3.1	5.8	3.6	3.9	3.8	3.4	0.6	3.0	5.1	6.0	2.6	2.3	1.8	10.7
D 9	7	Ad	STD ERR	4.6	6.2	3.5	3.9	2.4	2.2	7.2	6.4	5.7	6.3	5.0	4.5	5.4	1.1	4.7	16.4	4.1	4.4	3.7	3.7	9.2
			B SD ERR	3.4	6.5	3.7	4.0	2.5	2.3	7.3	8.4	5.3	5.8	5.1	4.5	5.4	1.3	5.5	17.4	3.8	4.3	3.6	3.6	7.6
D 9	8	13	STD ERR	1.2	1.1	1.6	1.9	0.7	0.6	2.8	1.4	3.0	1.5	1.9	1.4	1.5	0.3	1.1	1.9	2.7	1.0	1.0	1.0	2.8
			B SD ERR	1.3	1.1	1.7	2.1	0.7	0.6	3.0	1.4	3.1	1.4	1.9	1.5	1.5	0.4	1.2	2.8	2.8	0.9	0.9	0.9	2.6
D 9	8	17	STD ERR	2.5	2.3	1.9	2.1	1.1	1.0	2.7	2.5	4.5	3.3	2.4	3.1	2.8	0.4	1.7	3.5	3.4	1.4	1.4	1.3	11.0
			B SD ERR	2.5	2.3	1.8	1.8	1.1	1.0	2.7	2.3	4.8	3.0	2.4	3.0	2.7	0.4	2.0	3.5	3.7	1.5	1.4	1.4	10.6
D 9	8	Ad	STD ERR	5.1	5.3	3.5	4.9	1.9	1.8	6.0	5.3	7.0	5.6	4.9	4.3	5.2	0.8	3.6	13.1	4.2	5.1	3.8	4.2	7.9
			B SD ERR	3.3	5.2	3.1	4.1	2.0	1.8	5.8	5.9	5.6	4.9	4.8	4.0	4.6	1.0	3.2	13.6	3.5	4.7	3.7	3.6	6.5
D 9	9	13	STD ERR	1.7	2.5	1.8	1.7	0.9	0.8	3.7	1.9	2.1	2.2	1.8	2.1	2.4	0.4	1.3	1.8	3.2	1.7	1.1	1.0	2.0
			B SD ERR	1.7	2.3	1.8	1.9	0.8	0.8	3.8	2.0	2.2	2.3	1.8	2.3	2.0	0.5	1.9	2.1	3.4	1.5	1.1	0.9	2.2
D 9	9	17	STD ERR	2.6	3.0	1.9	2.8	1.1	1.1	6.1	4.7	5.7	3.4	2.8	3.3	3.4	0.6	2.3	5.7	4.1	2.5	1.6	1.5	10.9
			B SD ERR	2.5	2.9	1.7	2.9	1.0	1.0	5.5	4.2	5.9	3.0	2.8	3.3	2.8	0.7	2.8	6.1	4.1	2.5	1.5	1.4	10.5
D 9	9	Ad	STD ERR	3.3	4.5	3.7	4.9	2.5	2.3	6.6	6.1	4.6	5.2	3.3	4.0	5.8	0.7	3.6	7.2	3.6	4.7	3.9	3.4	5.9
			B SD ERR	3.1	4.7	3.8	4.5	2.4	2.2	6.8	6.2	4.3	5.1	3.6	4.1	5.9	0.8	4.3	6.8	4.0	4.7	3.8	3.6	5.8
D10	1	13	STD ERR	2.0	2.3	1.8	2.4	1.3	1.2	4.9	5.3	3.9	3.3	3.4	1.8	2.2	0.8	3.1	5.1	6.1	3.7	1.9	1.2	4.6
			B SD ERR	1.8	2.1	1.6	2.1	1.1	1.1	4.7	4.5	3.7	3.0	3.0	1.9	2.2	0.8	3.3	5.4	7.2	3.7	1.8	1.1	4.1
D10	1	17	STD ERR	2.9	3.2	2.5	1.8	1.4	1.2	2.7	5.1	1.9	3.2	3.7	2.5	3.1	1.0	3.1	10.6	5.2	3.4	1.8	1.7	20.5
			B SD ERR	2.4	3.0	2.2	1.9	1.0	0.9	2.7	5.9	2.1	2.4	2.9	2.3	2.8	1.1	3.7	10.5	4.7	3.5	1.6	1.7	20.1
D10	1	Ad	STD ERR	1.5	2.1	1.2	1.2	0.9	0.8	4.0	3.1	1.7	3.3	1.5	1.7	1.7	0.4	2.5	6.0	1.5	1.4	1.4	1.3	4.1
			B SD ERR	1.7	2.1	1.2	1.3	0.9	0.8	4.4	2.9	2.1	3.1	1.5	1.9	1.9	0.4	2.6	5.9	1.7	1.3	1.4	1.3	3.8
D10	2	13	STD ERR	1.4	1.9	2.1	1.8	0.9	0.9	2.6	2.4	2.6	2.5	3.1	1.7	1.6	0.3	1.5	2.5	2.2	2.4	1.4	1.3	2.9
			B SD ERR	1.6	2.0	2.0	1.9	0.9	0.8	2.8	2.4	2.7	2.3	2.9	1.7	1.6	0.3	1.2	2.7	2.6	2.1	1.5	1.2	3.2
D10	2	17	STD ERR	3.4	2.9	2.3	2.9	1.6	1.4	2.7	3.1	4.9	3.6	3.0	3.4	3.4	0.5	2.7	4.5	6.2	3.8	2.3	1.7	8.1
			B SD ERR	3.3	2.8	2.2	2.8	1.5	1.4	2.9	3.1	5.5	3.2	3.2	3.1	3.0	0.5	3.2	4.4	5.5	3.6	2.1	1.8	5.5
D10	2	Ad	STD ERR	3.1	4.4	3.6	3.4	2.3	2.2	7.1	6.9	4.9	6.5	3.7	3.8	5.0	0.6	5.3	5.9	3.4	4.2	3.3	3.0	6.3
			B SD ERR	3.8	4.3	3.4	3.7	2.2	2.0	6.5	8.3	4.8	6.5	3.4	3.9	4.9	0.8	5.9	6.6	3.4	4.2	2.9	3.1	5.5
D11	1	13	STD ERR	2.6	3.2	2.5	2.5	1.2	1.1	4.9	4.1	3.5	3.9	2.5	3.2	3.0	1.0	3.2	4.5	3.9	3.0	1.4	1.4	4.4
			B SD ERR	2.4	2.8	2.1	2.3	1.1	1.0	3.8	4.0	3.0	3.6	2.7	2.9	2.5	0.9	3.3	5.1	4.3	3.0	1.4	1.3	4.2

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EXPR	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
D11	1	All	STD ERR	4.1	5.3	2.8	3.0	1.8	1.6	6.3	5.7	5.5	5.7	3.7	3.3	3.2	0.8	4.9	10.0	3.0	4.6	3.6	2.6	6.9
			B SD ERR	3.9	5.5	2.7	3.2	1.8	1.6	7.2	6.1	6.0	4.4	4.0	3.3	3.6	0.9	5.8	11.1	2.7	4.9	3.4	3.3	6.1
D12	1	13	STD ERR	2.3	2.1	2.8	2.3	0.4	0.8	5.8	5.2	2.7	4.2	2.8	2.1	3.9	0.6	3.0	5.7	7.0	3.6	1.4	1.3	3.4
			B SD ERR	1.8	2.1	2.3	2.3	0.9	0.8	5.2	4.7	2.5	3.7	2.7	1.8	3.3	0.6	2.7	6.1	7.0	3.4	1.3	1.4	3.0
D12	2	13	STD ERR	3.1	2.6	3.5	2.9	1.3	1.2	4.8	6.2	4.9	6.8	3.4	2.9	4.1	0.8	3.8	5.2	5.8	4.5	2.0	1.5	5.0
			B SD ERR	2.5	2.2	2.7	2.7	1.2	1.1	4.2	6.3	4.4	5.4	3.2	2.5	3.2	0.8	3.9	5.6	6.0	4.2	1.9	1.5	4.2
D12	3	13	STD ERR	2.4	2.3	2.4	2.9	1.3	1.1	3.9	4.7	3.8	3.9	3.0	2.7	2.7	0.6	2.9	4.4	5.7	3.3	2.1	1.6	3.8
			B SD ERR	2.2	2.0	2.0	3.0	1.2	1.1	3.7	4.6	4.3	3.6	3.0	2.7	2.4	0.6	3.1	4.6	5.9	3.3	2.0	1.6	3.3
D13	1	All	STD ERR	3.7	3.7	2.5	3.2	1.6	1.4	4.0	5.4	5.2	5.4	2.8	2.6	4.0	1.0	5.5	7.8	3.0	5.2	3.1	3.4	8.8
			B SD ERR	3.4	3.6	2.5	3.4	1.5	1.4	3.2	5.9	4.5	5.8	2.8	2.7	3.6	1.0	5.7	8.7	3.1	5.3	2.8	3.1	7.5
D13	2	All	STD ERR	3.4	4.9	3.5	5.0	2.3	2.1	4.8	6.3	5.9	7.9	4.6	3.0	4.4	0.8	6.3	11.6	3.0	4.5	3.2	2.9	8.3
			B SD ERR	3.6	5.2	3.6	5.4	2.2	2.0	4.8	5.7	5.7	7.7	4.8	3.2	4.2	0.8	6.5	10.6	3.1	4.5	3.1	2.9	7.9
D13	3	All	STD ERR	4.5	4.8	3.2	4.4	2.0	1.8	5.3	7.2	6.4	7.3	4.0	3.0	4.4	0.9	6.2	7.0	3.5	5.1	3.2	3.5	8.9
			B SD ERR	4.2	4.9	3.2	5.0	1.9	1.8	4.6	6.8	5.8	7.5	4.3	3.1	4.1	1.0	6.3	8.7	3.8	5.2	3.0	3.0	7.5
D51	1	9	STD ERR	1.8	2.3	2.2	1.5	0.8	0.8	3.1	4.4	3.2	2.0	2.0	1.7	2.1	0.4	2.8	3.1	4.3	3.3	1.4	0.9	1.7
			B SD ERR	1.9	2.3	2.4	1.7	0.8	0.8	3.1	4.8	3.6	2.0	2.2	1.5	2.2	0.4	3.0	3.4	4.3	3.2	1.5	1.0	1.6
D52	1	9	STD ERR	1.8	2.0	1.9	1.9	0.8	0.9	3.4	4.5	2.6	4.6	2.2	2.5	1.8	0.6	3.3	4.8	6.5	3.0	2.1	1.1	2.2
			B SD ERR	1.9	2.1	1.9	1.7	0.8	0.8	3.5	4.5	2.5	4.2	2.2	2.5	1.7	0.6	3.8	4.4	6.0	3.2	2.1	1.1	2.1
D53	1	9	STD ERR	2.5	2.9	2.4	2.7	1.2	1.3	4.8	4.1	4.2	4.0	2.4	2.6	3.6	0.7	3.6	5.2	7.3	5.0	2.4	1.5	1.7
			B SD ERR	2.4	3.2	2.3	2.4	1.2	1.3	5.0	4.7	4.4	4.3	2.5	2.3	3.5	0.7	4.1	5.3	7.2	5.0	2.4	1.5	1.4
D54	1	9	STD ERR	0.4	0.7	0.4	0.4	0.2	0.2	1.1	2.0	0.8	0.5	0.3	0.4	0.6	0.2	1.2	1.0	2.5	1.0	0.3	0.1	0.4
			B SD ERR	0.3	0.6	0.4	0.4	0.2	0.2	1.2	2.0	0.8	0.5	0.4	0.4	0.6	0.1	1.1	1.0	2.6	1.0	0.3	0.1	0.5
D54	1	13	STD ERR	1.6	1.1	1.3	1.5	0.8	0.7	2.7	2.1	3.5	3.2	1.4	1.4	2.5	0.9	3.8	2.3	5.1	2.5	1.1	0.9	3.2
			B SD ERR	1.6	1.9	1.3	1.4	0.8	0.7	2.3	3.5	3.3	3.3	1.2	1.3	2.1	0.9	3.8	2.6	4.0	3.0	1.1	0.8	2.9
D54	2	9	STD ERR	2.1	2.6	2.2	1.9	1.0	1.0	5.7	4.3	2.1	2.8	2.3	1.9	2.5	0.6	3.7	4.4	6.3	4.9	1.9	1.1	2.3
			B SD ERR	1.9	2.5	2.3	1.8	1.0	1.1	5.5	4.7	2.2	3.0	2.3	1.7	2.4	0.6	3.7	4.6	5.7	5.1	1.8	1.1	2.3
D55	1	9	STD ERR	0.6	0.6	0.5	0.4	0.3	0.4	1.9	0.5	0.8	0.3	0.6	0.4	0.6	0.1	0.7	0.5	2.6	0.3	0.7	0.4	0.3
			B SD ERR	0.5	0.6	0.4	0.5	0.3	0.3	1.7	0.6	0.8	0.3	0.6	0.4	0.6	0.1	0.8	0.6	2.6	0.5	0.7	0.4	0.3
D55	1	13	STD ERR	2.6	2.7	2.2	2.3	1.5	1.6	5.3	4.7	3.9	3.0	2.7	3.0	2.8	0.5	2.6	3.7	5.0	3.0	1.8	1.7	3.1
			B SD ERR	2.6	3.1	2.0	2.2	1.4	1.4	5.3	5.8	4.3	3.2	2.8	2.6	2.5	0.6	3.5	4.1	5.3	3.1	1.8	1.6	2.9
D55	1	17	STD ERR	2.7	3.2	2.1	2.5	1.5	1.4	6.2	3.8	4.5	3.3	2.5	2.3	3.2	0.7	2.6	6.5	5.9	2.9	1.9	1.7	4.1
			B SD ERR	2.7	3.2	1.9	2.7	1.5	1.4	5.5	3.3	4.9	3.4	2.6	2.1	3.0	0.7	2.7	6.9	5.6	2.9	1.8	1.7	7.8
D55	1	All	STD ERR	3.0	5.4	3.1	4.7	2.2	2.1	6.9	8.2	5.1	6.9	3.5	3.7	4.5	0.8	4.7	13.0	3.3	5.3	3.5	3.1	8.1
			B SD ERR	2.7	3.8	2.8	3.8	1.8	1.7	7.1	7.7	4.8	5.5	3.6	3.6	4.1	0.9	5.0	12.4	3.1	5.3	3.3	3.3	7.6
D55	2	9	STD ERR	0.6	0.9	0.5	0.5	0.4	0.4	1.9	0.5	1.0	0.3	0.6	0.6	0.7	0.2	1.2	0.5	2.5	1.0	0.8	0.4	0.9
			B SD ERR	0.5	0.7	0.4	0.5	0.3	0.4	1.8	0.8	1.0	0.3	0.6	0.6	0.6	0.2	1.3	0.6	2.5	1.1	0.7	0.4	0.3
D55	2	13	STD ERR	2.4	2.9	2.3	2.3	1.5	1.6	5.3	4.7	3.9	3.2	2.8	2.9	2.8	0.5	2.6	4.0	5.1	3.0	1.8	1.7	3.1
			B SD ERR	2.5	3.4	2.1	2.2	1.4	1.5	5.3	5.8	4.3	3.5	2.9	2.6	2.6	0.6	3.5	4.2	5.4	3.3	1.8	1.7	3.0
D55	2	17	STD ERR	2.7	3.0	2.1	2.6	1.5	1.4	6.3	5.1	3.4	3.5	2.5	2.5	3.4	0.8	3.0	6.4	5.8	2.9	2.0	1.8	8.0
			B SD ERR	2.7	3.1	1.8	2.6	1.5	1.4	5.6	4.3	3.7	3.3	2.4	2.2	3.2	0.7	3.0	6.9	5.4	3.0	1.9	1.8	7.4

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				REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
EXER	RES	AGE		N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
D63	1	13	STD ERR	2.8	3.3	2.9	2.8	1.1	1.0	6.4	3.7	4.1	4.8	3.5	3.6	2.8	0.8	2.4	4.4	5.6	3.1	1.8	1.5	3.7
			B SD ERR	2.2	2.7	2.2	2.7	1.0	0.9	5.3	4.2	4.1	3.8	2.6	3.0	2.1	0.7	2.9	4.7	4.9	3.0	1.6	1.3	4.1
D63	1	17	STD ERR	3.3	3.1	1.9	2.3	1.5	1.3	5.5	6.9	2.7	3.6	3.8	2.5	2.3	1.0	3.5	9.6	5.8	3.9	1.7	1.7	11.0
			B SD ERR	2.3	2.9	1.7	1.9	1.2	0.9	3.0	5.4	2.8	2.6	2.8	2.2	2.3	1.0	3.6	9.7	5.0	4.0	1.4	1.5	9.7
D63	1	Ad	STD ERR	1.9	2.6	1.9	1.7	1.1	1.0	4.0	3.1	2.4	4.1	1.9	2.3	3.3	0.5	3.5	6.4	2.0	2.5	1.7	1.4	5.9
			B SD ERR	1.9	2.5	1.9	1.8	1.1	1.0	3.6	3.5	2.8	4.4	2.0	2.1	3.2	0.5	4.1	5.3	1.9	2.6	1.8	1.6	6.0
D64	1	13	STD ERR	2.1	2.0	2.0	2.1	1.1	1.3	4.0	3.7	3.8	4.9	3.0	2.4	2.3	0.5	2.7	3.9	6.0	3.7	2.1	1.4	3.6
			B SD ERR	2.1	2.3	2.0	2.2	1.2	1.3	4.5	4.7	3.7	4.8	3.1	2.5	2.3	0.6	3.1	4.7	5.9	3.6	2.1	1.5	3.6
D65	1	13	STD ERR	1.9	2.1	1.7	2.4	1.5	1.5	4.0	4.9	4.2	3.1	2.5	2.1	2.5	0.6	2.5	4.7	6.7	3.6	2.0	1.5	4.0
			B SD ERR	2.1	2.1	1.8	2.4	1.5	1.4	4.4	4.6	4.3	3.0	2.8	2.1	2.7	0.7	2.6	5.5	6.6	3.6	2.1	1.5	4.1
D65	1	17	STD ERR	3.4	2.7	2.6	2.5	1.9	1.7	5.7	4.4	3.7	2.8	4.5	4.1	2.4	1.1	4.0	10.4	6.8	3.4	2.3	1.6	9.0
			B SD ERR	2.8	2.8	2.4	2.2	1.6	1.4	4.7	4.2	3.8	2.8	4.1	3.3	2.2	1.1	5.0	11.1	7.6	3.5	2.0	1.6	9.6
D65	1	Ad	STD ERR	3.7	4.0	2.4	3.2	2.1	1.9	4.1	6.1	4.5	7.1	4.2	3.7	3.9	1.3	7.4	13.9	3.2	3.8	2.9	3.1	10.9
			B SD ERR	3.6	3.5	2.3	3.2	1.9	1.7	3.8	5.6	4.0	9.9	4.5	3.0	3.5	1.3	6.7	18.0	3.1	3.2	2.7	2.7	10.5
D65	•2	13	STD ERR	1.1	1.8	1.4	1.5	1.1	1.0	3.2	2.5	3.7	2.1	1.9	1.4	1.6	0.4	1.7	3.5	5.1	1.9	1.6	1.2	3.3
			B SD ERR	1.3	1.9	1.4	1.4	1.1	1.1	3.5	2.5	3.7	2.1	2.0	1.5	1.8	0.4	1.8	3.4	5.1	1.8	1.5	1.1	3.6
D65	•2	17	STD ERR	2.4	2.8	2.6	3.5	1.9	1.5	5.0	4.3	3.6	2.6	4.8	3.9	2.2	0.8	2.6	5.6	3.9	2.4	1.8	1.4	6.4
			B SD ERR	2.2	2.7	2.4	3.0	1.7	1.4	4.5	3.3	3.8	2.2	4.0	3.1	2.2	0.8	3.1	5.9	4.2	2.3	1.6	1.4	8.3
D65	•2	Ad	STD ERR	4.1	5.3	3.0	4.3	2.7	2.5	5.1	8.8	6.8	7.5	5.5	4.3	4.3	1.3	6.7	6.3	3.4	4.9	3.8	4.0	10.2
			B SD ERR	4.2	5.2	3.0	3.9	2.3	2.2	4.6	7.6	5.3	10.4	6.5	3.6	4.2	1.2	5.9	11.0	3.1	4.5	3.0	3.7	9.8
D65	3	13	STD ERR	1.2	0.9	1.0	0.8	0.6	0.6	1.7	1.0	2.0	0.7	1.4	0.9	0.9	0.2	0.8	1.6	0.6	0.8	0.9	0.6	2.2
			B SD ERR	1.2	1.0	0.9	0.7	0.5	0.5	1.7	1.1	2.1	0.9	1.3	0.9	1.0	0.2	0.9	1.7	0.8	0.8	0.8	0.6	2.4
D65	3	17	STD ERR	1.8	2.0	2.0	2.4	1.5	1.2	4.3	3.5	3.2	2.1	3.8	2.8	2.3	0.5	1.4	3.7	2.8	1.7	1.5	1.2	1.9
			B SD ERR	1.8	2.1	2.0	2.6	1.4	1.1	3.7	2.4	3.2	1.9	3.6	2.5	2.3	0.5	1.8	4.5	3.3	1.7	1.4	1.2	3.8
D65	3	Ad	STD ERR	3.8	3.9	2.6	4.1	2.5	2.4	5.6	8.7	8.3	9.5	3.7	4.1	4.1	1.2	6.8	2.0	4.3	5.5	4.6	5.2	10.1
			B SD ERR	4.6	4.2	2.5	3.8	2.4	2.3	5.3	8.3	7.8	11.6	4.9	3.4	3.8	1.2	6.4	6.5	3.7	5.3	4.3	4.6	9.5
D65	•4	13	STD ERR	0.5	0.4	0.4	0.4	0.3	0.3	1.1	0.3	1.1	0.3	0.5	0.4	0.3	0.1	0.3	0.5	0.3	0.3	0.2	0.2	0.3
			B SD ERR	0.5	0.5	0.4	0.4	0.3	0.2	1.1	0.2	1.1	0.3	0.5	0.4	0.3	0.1	0.3	0.5	0.3	0.3	0.2	0.2	0.3
D65	•4	17	STD ERR	1.2	1.4	1.1	1.3	1.0	0.8	1.7	1.7	2.4	1.8	2.0	1.5	1.4	0.2	0.8	2.3	2.3	0.9	1.0	0.8	1.7
			B SD ERR	1.3	1.5	1.2	1.4	0.9	0.8	1.6	1.4	2.3	1.9	1.9	1.5	1.5	0.3	1.0	2.4	2.6	0.9	1.0	0.8	2.5
D65	•4	Ad	STD ERR	3.0	4.0	2.2	3.9	1.9	1.8	3.5	4.6	5.1	7.5	4.0	3.9	2.2	0.8	4.7	1.8	3.0	4.8	3.5	3.3	7.9
			B SD ERR	3.3	4.5	2.3	3.7	1.9	1.8	3.4	5.2	5.0	8.8	4.7	3.6	2.7	0.8	4.6	4.1	2.9	4.8	3.6	3.4	8.9
D65	5	13	STD ERR	0.4	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.3	0.1	0.4	0.2	0.1	0.0	0.1	0.4	0.1	0.1	0.1	0.1	0.1
			B SD ERR	0.3	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.3	0.1	0.4	0.2	0.1	0.0	0.1	0.4	0.2	0.1	0.2	0.1	0.1
D65	5	17	STD ERR	0.4	0.7	0.6	0.6	0.4	0.4	0.4	1.0	1.3	0.8	0.8	0.9	0.4	0.1	0.4	0.9	2.0	0.4	0.5	0.4	1.0
			B SD ERR	0.5	0.8	0.6	0.6	0.4	0.4	0.6	1.0	1.4	0.8	0.6	0.9	0.5	0.1	0.6	1.0	2.0	0.3	0.5	0.4	1.2
D65	5	Ad	STD ERR	1.7	0.9	1.1	2.0	0.9	0.7	0.8	0.8	1.7	1.2	1.8	2.0	1.4	0.2	0.9	0.8	1.2	2.0	1.4	1.8	0.8
			B SD ERR	1.7	0.8	1.2	2.0	0.8	0.7	0.8	0.9	1.9	1.4	1.8	2.0	1.4	0.2	1.0	2.3	1.2	1.9	1.4	1.8	0.9
D66	1	13	STD ERR	2.1	2.5	1.7	2.3	1.0	1.0	3.4	3.4	4.8	2.6	2.4	1.8	2.1	0.6	2.8	4.9	7.7	3.0	1.4	1.2	3.4
			B SD ERR	1.9	2.4	1.5	1.9	0.9	0.9	2.9	3.5	4.3	1.9	2.1	1.7	1.8	0.7	3.4	5.0	7.6	3.0	1.3	1.1	3.3

D67	1	13	STD ERR	2.4	2.1	2.0	2.4	1.2	1.2	3.4	3.8	5.0	3.8	2.5	2.4	2.0	0.6	2.8	4.8	6.6	3.5	1.9	1.4	4.4
			B SD ERR	2.4	2.6	1.9	2.1	1.1	1.1	3.4	4.0	4.7	2.9	2.5	2.3	1.9	0.8	3.4	5.0	6.6	3.5	1.9	1.4	4.8
D67	1	17	STD ERR	1.4	2.4	1.8	1.4	1.1	1.1	5.7	2.4	3.1	1.5	1.5	2.5	2.3	0.5	3.9	3.3	6.4	2.5	1.4	1.2	7.8
			B SD ERR	1.2	2.2	1.6	1.3	1.0	1.0	5.0	2.3	2.7	1.7	1.7	2.3	1.8	0.6	4.2	3.6	5.8	2.3	1.3	1.2	7.5
D67	1	Ad	STD ERR	3.5	5.8	2.5	3.2	1.5	1.4	5.8	7.1	4.8	7.0	3.8	3.4	3.2	0.8	5.4	12.6	3.4	5.0	3.1	2.2	7.7
			B SD ERR	3.3	6.2	2.6	3.3	1.9	1.8	5.6	5.9	5.9	7.0	4.1	3.5	4.0	0.8	5.5	12.1	3.2	5.9	3.1	2.8	7.9
D68	1	17	STD ERR	3.0	2.8	1.9	3.1	1.3	1.2	5.8	3.4	4.6	3.8	3.0	2.6	2.8	0.8	3.9	5.0	6.9	3.1	2.1	2.0	9.9
			B SD ERR	2.7	2.3	1.8	2.9	1.2	1.1	5.7	3.1	5.0	3.6	2.8	2.3	2.4	1.0	4.1	5.8	6.3	2.6	2.1	1.8	9.5
D68	1	Ad	STD ERR	3.3	5.3	2.9	4.9	2.6	2.2	7.0	6.8	4.3	5.8	3.6	3.3	3.6	0.9	5.3	9.7	3.5	5.4	3.8	3.9	7.3
			B SD ERR	3.2	6.6	2.9	3.5	2.5	2.1	5.9	7.1	5.4	6.4	3.8	3.3	4.1	1.0	7.2	8.9	3.8	5.1	3.6	4.2	7.1
D69	1	17	STD ERR	4.7	3.1	2.5	2.6	1.7	1.5	4.3	3.9	4.7	3.3	4.0	3.1	2.7	0.7	3.1	4.9	4.6	3.3	2.5	1.4	8.1
			B SD ERR	3.8	3.1	2.3	2.1	1.6	1.4	4.1	4.2	4.2	3.2	3.7	3.0	2.5	0.7	3.1	5.2	5.4	3.7	2.1	1.3	7.9
D69	1	Ad	STD ERR	4.7	5.8	3.8	5.0	2.3	2.1	6.2	6.4	5.6	6.1	5.2	3.5	4.3	1.0	5.2	17.3	3.3	4.2	3.3	3.8	7.0
			B SD ERR	3.2	5.8	3.7	4.6	2.2	1.9	6.2	7.2	6.0	6.9	4.9	3.1	3.6	0.8	4.8	12.5	2.9	4.1	3.1	3.5	8.1
D70	1	17	STD ERR	3.7	3.8	2.3	2.5	1.6	1.3	6.0	4.5	3.6	3.0	5.2	2.8	2.9	0.6	3.7	5.5	6.0	4.2	1.9	1.6	10.1
			B SD ERR	2.8	3.1	2.1	2.0	1.3	1.1	4.8	4.8	3.2	2.6	4.3	2.6	2.3	0.6	4.0	4.6	6.0	4.0	1.4	1.6	10.0
D70	1	Ad	STD ERR	2.9	4.2	2.7	2.9	1.9	1.8	6.9	6.1	3.9	5.7	3.1	3.3	3.5	0.7	6.2	11.4	2.7	4.3	2.9	2.8	10.6
			B SD ERR	3.2	4.0	2.6	2.9	1.8	1.7	6.2	4.6	3.8	5.9	3.2	3.2	3.6	0.7	5.6	12.6	2.9	4.4	2.9	3.0	10.2
D70	*2	17	STD ERR	4.0	2.8	2.5	2.7	1.9	1.5	6.9	5.1	5.3	3.3	5.3	3.6	2.3	0.9	3.8	8.7	5.3	3.1	1.9	1.9	10.2
			B SD ERR	3.3	2.8	2.1	2.8	1.5	1.2	5.5	4.5	5.1	3.4	4.2	3.6	2.0	0.9	4.2	8.9	5.7	3.0	1.8	2.0	10.7
D70	*2	Ad	STD ERR	3.6	3.8	2.5	3.8	2.4	2.3	7.1	7.2	6.7	6.9	3.3	4.2	3.7	0.8	6.4	11.7	2.7	4.4	3.3	3.2	9.1
			B SD ERR	3.9	3.2	2.5	3.7	2.2	2.0	6.2	5.9	5.3	6.2	3.3	4.1	3.5	0.9	5.4	14.1	2.7	4.3	3.3	3.1	8.8
D70	3	17	STD ERR	3.3	2.4	2.1	2.6	2.0	1.6	5.1	3.7	4.6	3.9	4.7	3.3	2.0	0.8	3.5	7.3	3.6	2.7	1.8	1.7	8.9
			B SD ERR	2.9	2.5	1.8	2.6	1.7	1.3	4.1	3.4	4.1	3.7	3.9	3.2	1.9	0.8	3.8	7.8	4.3	2.6	1.8	1.8	9.5
D70	3	Ad	STD ERR	3.7	3.2	2.9	4.8	2.6	2.3	7.6	8.3	7.2	4.5	3.8	3.4	3.4	0.7	5.6	5.2	3.6	4.7	4.4	3.5	7.9
			B SD ERR	3.4	3.0	2.5	3.6	2.5	2.2	7.3	7.4	5.9	4.0	3.6	3.2	3.4	0.8	4.6	6.7	3.9	4.5	4.3	3.4	7.7
D70	*4	17	STD ERR	2.7	1.6	1.7	2.3	1.6	1.3	4.3	2.8	4.3	2.4	3.6	2.9	2.0	0.6	2.0	6.4	2.0	2.0	1.5	1.5	6.4
			B SD ERR	2.2	1.7	1.5	2.1	1.4	1.1	3.6	2.6	3.8	2.2	2.8	2.7	1.9	0.6	2.2	6.5	2.6	1.9	1.3	1.5	6.4
D70	*4	Ad	STD ERR	3.7	3.8	3.1	4.3	2.7	2.5	5.1	7.1	6.4	3.7	3.1	2.8	3.3	0.5	3.9	4.5	2.7	3.6	4.4	3.3	2.9
			B SD ERR	2.9	3.4	2.5	3.6	2.5	2.3	5.3	6.0	5.4	3.6	3.2	2.5	3.8	0.7	3.8	6.1	3.3	3.4	4.5	3.4	2.9
D70	5	17	STD ERR	1.4	1.0	1.2	1.3	0.9	0.7	3.0	1.7	3.4	1.4	1.6	1.6	1.3	0.3	0.9	2.6	0.9	1.4	0.8	0.8	2.6
			B SD ERR	1.4	1.2	1.1	1.4	0.9	0.7	3.0	1.6	3.1	1.5	1.6	1.7	1.5	0.3	0.9	2.5	1.1	1.3	0.9	0.8	2.8
D70	5	Ad	STD ERR	1.4	1.4	1.4	2.2	1.1	1.0	2.0	2.4	4.2	3.0	1.5	1.7	1.3	0.2	1.2	1.5	1.1	1.3	1.6	2.1	0.9
			B SD ERR	1.6	1.4	1.3	2.3	1.1	1.1	2.3	2.8	4.4	3.2	1.4	1.7	1.3	0.3	1.6	3.2	1.2	1.4	1.5	2.2	1.0

				REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
ESER	RES	AGE		N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff	Inner Sub	Urban Fringe	Medium City	Small City	Non Black	Black	Black Other	None	Some	Graduated	Post	Unknown
D71	1	17	STD ERR	3.3	2.8	3.0	3.1	1.6	1.4	3.5	4.4	4.8	4.2	4.0	3.8	3.1	0.8	2.4	6.6	4.0	2.6	1.9	1.6	8.8
			B SD ERR	3.3	3.2	2.9	3.4	1.5	1.3	3.7	4.3	4.6	4.1	3.8	3.6	3.1	0.8	2.5	7.5	4.2	2.7	1.8	1.5	10.3
D71	1	Ad	STD ERR	4.9	5.6	4.1	4.7	2.4	2.3	6.3	4.5	5.2	5.9	4.1	4.7	4.5	1.0	4.0	17.7	3.4	4.3	4.0	4.4	4.3
			B SD ERR	3.1	4.9	3.5	4.3	2.4	2.2	5.9	4.5	5.6	6.2	3.7	3.6	3.6	0.7	4.4	9.3	3.0	3.8	4.0	3.9	4.3
D72	1	17	STD ERR	3.1	2.5	2.5	3.0	1.7	1.5	3.8	5.0	4.8	3.1	4.1	3.0	2.8	0.9	2.8	7.4	5.3	3.1	1.8	1.8	9.7
			B SD ERR	2.8	2.7	2.2	3.0	1.5	1.3	4.0	4.5	4.4	3.0	3.5	2.6	3.0	0.9	3.4	7.2	5.0	3.4	1.8	1.8	12.5
D72	1	Ad	STD ERR	4.1	4.7	3.2	5.1	2.4	2.3	5.8	5.8	6.2	8.6	3.0	6.0	3.3	0.8	6.1	5.8	3.9	5.2	3.9	3.4	7.2
			B SD ERR	3.3	5.0	3.0	3.9	2.4	2.2	5.5	6.2	6.8	9.2	3.0	6.2	3.2	0.8	5.9	8.2	4.4	5.0	3.9	4.0	7.5
D73	1	Ad	STD ERR	5.5	4.6	3.3	3.8	2.1	2.1	6.5	7.2	5.0	5.3	4.0	3.7	4.6	0.9	6.1	11.8	3.9	5.1	3.4	3.6	6.5
			B SD ERR	3.6	4.5	3.0	4.1	2.1	2.0	6.7	6.6	5.0	5.6	4.4	3.3	4.7	1.0	6.0	11.2	3.9	4.6	3.0	3.5	6.3
E 1	1	17	STD ERR	2.3	3.7	2.4	2.2	1.7	1.5	5.5	4.2	3.8	2.6	3.0	3.6	2.8	0.8	4.5	4.9	5.3	3.1	1.9	1.6	6.3
			B SD ERR	1.8	3.3	2.0	2.0	1.6	1.4	4.3	3.1	3.3	3.3	3.0	2.9	2.4	0.8	4.7	4.8	5.4	3.1	1.8	1.5	5.7
E 1	1	Ad	STD ERR	2.2	3.4	2.0	2.5	1.6	1.4	3.6	5.2	4.0	6.7	2.7	2.8	3.4	1.0	5.3	12.5	2.5	2.1	3.4	1.7	10.1
			B SD ERR	2.0	3.1	2.1	2.4	1.4	1.3	3.0	5.8	3.5	6.3	2.9	2.4	3.1	1.1	5.6	10.5	2.1	2.3	3.0	1.9	10.6
E 1	2	17	STD ERR	2.9	3.7	2.8	2.4	1.9	1.7	6.5	4.4	4.8	3.3	3.9	3.4	3.2	0.8	4.2	4.3	4.7	3.4	2.2	1.8	6.8
			B SD ERR	2.4	3.2	2.4	1.9	1.7	1.6	5.8	5.2	4.3	3.5	4.3	2.7	2.8	0.8	4.4	4.8	4.7	3.5	2.1	1.7	6.0
E 1	2	Ad	STD ERR	4.2	5.5	3.4	4.2	2.4	2.1	5.6	7.6	3.5	10.3	4.7	4.5	4.9	1.3	5.9	12.8	2.9	4.2	4.2	2.8	9.3
			B SD ERR	3.7	4.3	3.3	4.3	2.3	2.0	5.1	7.3	3.7	7.2	4.8	3.7	4.3	1.1	5.4	9.9	3.3	4.2	3.7	3.0	9.8
E 1	3	17	STD ERR	3.2	3.1	2.8	2.5	1.9	1.8	5.7	3.4	5.7	3.7	4.1	3.8	2.5	0.8	3.3	4.3	4.9	2.6	2.6	1.7	7.2
			B SD ERR	2.5	3.2	2.4	2.1	1.7	1.5	4.8	4.2	4.9	3.0	4.7	3.4	2.3	0.8	4.3	4.7	5.1	2.5	2.5	1.5	6.3
E 1	3	Ad	STD ERR	4.6	5.7	3.5	4.0	2.8	2.4	6.8	7.6	5.9	10.3	5.7	4.2	4.4	1.2	5.0	7.8	3.2	6.0	5.3	3.6	8.0
			B SD ERR	4.0	3.9	3.3	4.2	2.5	2.2	5.7	6.7	5.5	8.6	5.9	3.6	3.8	1.1	5.1	11.9	3.5	6.1	4.9	3.8	7.7
E 1	4	17	STD ERR	3.5	2.6	2.1	2.6	1.6	1.5	4.4	2.9	7.8	3.6	3.0	2.6	2.6	0.5	2.1	3.3	4.5	2.2	2.1	1.9	7.5
			B SD ERR	2.8	2.2	1.8	2.5	1.3	1.2	4.3	3.6	6.0	3.0	2.9	2.3	2.3	0.5	2.4	3.4	3.4	2.0	1.9	1.4	7.1
E 1	4	Ad	STD ERR	5.0	5.4	4.2	4.8	2.6	2.3	6.5	4.6	8.8	7.2	7.5	4.1	3.7	0.8	3.1	4.8	2.6	5.1	4.2	4.2	3.9
			B SD ERR	3.9	4.1	3.4	4.6	2.2	1.9	5.5	4.3	7.3	6.4	7.3	3.8	3.1	0.7	3.1	6.1	2.3	5.1	4.3	3.6	4.9
E 1	5	17	STD ERR	3.8	2.0	1.6	2.0	1.5	1.4	3.6	1.9	9.2	2.4	1.8	1.7	1.9	0.3	1.8	2.2	4.4	1.6	1.5	1.8	1.5
			B SD ERR	3.0	1.7	1.3	2.1	1.1	1.0	3.4	2.1	7.8	2.3	1.9	1.6	1.4	0.3	1.7	2.0	3.4	1.1	1.1	1.2	1.5
E 1	5	Ad	STD ERR	3.7	1.8	2.1	3.0	1.8	1.5	2.5	2.2	7.8	2.6	3.0	2.2	1.8	0.4	1.7	1.6	1.7	1.8	2.5	4.3	1.6
			B SD ERR	3.0	2.0	1.9	3.1	1.4	1.2	2.0	2.7	7.1	3.2	2.8	2.2	1.7	0.3	1.4	4.0	1.1	1.8	2.7	3.5	1.4
E 2	1	17	STD ERR	3.0	4.4	2.8	3.5	1.8	1.5	3.4	4.6	5.1	3.5	3.7	3.8	4.8	0.8	3.4	9.2	7.4	3.6	2.3	1.9	20.4
			B SD ERR	2.9	4.0	2.6	3.7	1.5	1.3	3.7	4.2	4.7	3.3	3.3	3.8	4.6	0.8	3.3	8.6	6.8	3.4	2.3	1.8	21.5
E 2	1	Ad	STD ERR	3.3	5.2	3.2	3.5	1.9	1.8	5.7	7.1	5.0	8.7	3.6	4.4	4.3	0.9	6.4	11.6	3.4	4.8	3.3	3.4	10.1
			B SD ERR	3.3	4.7	3.2	3.5	1.8	1.7	6.1	8.0	5.4	8.5	3.3	4.2	4.3	1.0	6.6	11.8	3.5	4.8	3.2	3.6	9.6
E 2	2	17	STD ERR	3.5	3.8	3.1	3.6	1.6	1.4	3.6	4.4	5.3	3.5	3.8	3.9	4.4	0.9	3.0	9.0	5.8	3.1	2.3	1.9	20.1
			B SD ERR	3.2	3.8	2.8	3.9	1.4	1.3	3.7	3.6	4.9	3.2	3.4	3.8	4.5	0.9	3.1	8.3	5.6	3.1	2.2	1.8	21.9
E 2	2	Ad	STD ERR	3.2	5.0	3.2	3.6	2.0	1.9	6.0	7.3	5.1	9.1	3.5	4.6	4.1	0.9	6.4	12.0	3.6	4.8	3.3	3.4	10.2
			B SD ERR	3.3	4.6	3.1	3.5	1.9	1.8	6.3	7.9	5.5	8.9	3.4	4.3	4.1	1.0	6.5	11.7	3.7	4.8	3.3	3.6	9.9
E 3	1	13	STD ERR	2.2	2.6	2.6	2.5	1.3	1.4	4.1	5.1	3.9	3.7	3.4	2.4	2.8	0.5	3.1	4.8	6.3	3.8	2.0	1.5	4.9
			B SD ERR	2.2	2.8	2.6	2.6	1.4	1.4	4.2	5.9	4.1	3.5	3.3	2.4	3.0	0.7	4.1	5.4	6.4	3.9	2.1	1.6	5.2

E 4	1	Ad	STD ERR	2.6	3.2	3.2	2.7	2.1	2.0	4.9	6.6	5.3	6.7	3.2	3.2	3.3	0.8	4.9	4.9	3.0	3.1	4.0	3.5	10.6
			B SD ERR	2.7	3.8	3.2	3.3	2.1	1.9	4.6	6.4	5.3	6.1	3.7	3.3	3.3	0.8	4.8	6.0	3.1	3.4	4.4	3.1	9.8
E 4	2	Ad	STD ERR	1.7	1.6	2.2	2.1	1.7	1.5	4.5	4.1	3.8	4.6	2.1	1.7	2.4	0.4	2.2	4.6	2.3	2.3	2.4	2.6	10.2
			B SD ERR	1.6	1.6	2.0	2.3	1.6	1.4	4.4	4.0	3.7	4.5	2.1	1.8	2.4	0.5	2.3	4.8	2.4	2.4	2.8	2.3	9.6
E 4	3	Ad	STD ERR	1.9	1.5	2.2	1.8	1.3	1.2	2.6	3.1	3.4	2.0	2.1	1.3	2.1	0.3	1.8	1.2	1.4	1.4	1.7	2.0	10.1
			B SD ERR	1.8	1.5	2.2	2.0	1.2	1.1	2.6	3.1	3.5	2.4	2.0	1.4	2.1	0.3	1.5	1.7	1.5	1.3	2.1	1.9	9.9
E 5	1	17	STD ERR	1.3	1.2	1.0	1.0	0.7	0.6	2.3	1.2	1.6	2.0	1.6	1.8	0.9	0.3	1.8	1.9	2.8	1.3	1.1	0.9	3.8
			B SD ERR	1.3	1.3	1.0	1.0	0.7	0.6	2.2	1.6	1.7	1.8	1.5	1.7	0.9	0.3	2.1	2.3	2.5	1.3	1.2	0.9	4.1
E 5	1	Ad	STD ERR	2.5	2.3	2.0	3.4	1.4	1.3	4.0	4.3	4.8	6.9	2.1	2.4	1.4	0.5	4.1	3.4	2.1	3.0	2.1	3.4	4.5
			B SD ERR	2.5	2.3	1.9	3.0	1.3	1.2	3.8	5.4	4.4	6.3	2.3	2.4	3.1	0.6	5.0	4.2	2.1	2.9	2.2	3.1	4.5
E 6	1	Ad	STD ERR	2.9	3.5	3.3	3.4	2.1	1.9	5.5	6.0	4.8	5.4	4.2	3.5	3.5	0.8	4.7	7.7	3.3	4.0	3.3	3.1	4.6
			B SD ERR	2.9	3.2	3.2	3.7	2.2	2.0	5.3	6.7	4.8	5.9	4.1	3.4	3.6	0.8	5.9	8.1	3.5	4.4	3.2	3.1	4.7
E 7	1	13	STD ERR	3.2	3.9	3.4	3.8	1.6	1.4	4.6	5.6	5.3	5.6	3.8	3.9	4.2	1.3	5.7	7.6	6.3	3.1	1.6	1.7	6.6
			B SD ERR	3.1	3.3	3.3	4.2	1.3	1.3	4.2	7.5	6.0	5.6	4.1	3.8	3.9	1.3	5.9	8.5	5.9	3.1	1.7	1.5	5.0
E 7	1	17	STD ERR	3.5	3.4	3.1	3.3	1.4	1.3	5.1	4.7	5.2	5.3	3.9	4.9	4.3	0.5	4.0	5.4	5.6	3.0	1.8	1.3	12.1
			B SD ERR	3.4	3.3	3.3	3.1	1.2	1.1	4.9	5.1	4.8	5.1	3.8	4.9	4.2	0.6	4.0	6.1	5.4	3.2	1.6	1.2	11.4
E 7	2	13	STD ERR	2.5	2.3	2.4	2.8	1.1	1.1	3.2	4.4	6.0	5.0	2.8	2.8	3.1	0.5	3.3	4.3	5.5	2.5	1.6	1.4	4.9
			B SD ERR	2.6	2.6	2.4	2.8	1.1	1.0	3.1	4.3	5.9	4.8	3.0	2.7	3.1	0.5	2.9	5.6	5.8	2.4	1.6	1.4	4.1
E 7	2	17	STD ERR	2.3	2.9	2.6	2.5	1.2	1.2	3.3	4.1	3.7	4.1	2.4	4.6	3.2	0.5	3.5	5.6	4.7	2.8	1.5	1.2	12.8
			B SD ERR	2.6	2.7	2.6	2.5	1.2	1.1	3.6	4.4	3.7	4.2	2.6	4.6	3.4	0.5	3.2	5.7	4.6	3.0	1.4	1.3	12.5
E 7	3	13	STD ERR	3.0	3.2	3.5	3.4	1.4	1.4	4.8	5.7	5.8	5.4	3.7	3.7	4.7	0.7	4.1	7.9	6.0	2.8	1.6	1.6	6.4
			B SD ERR	3.1	3.4	3.5	3.7	1.3	1.3	4.9	6.7	6.3	5.7	4.0	3.9	4.5	0.9	4.5	8.8	6.2	3.1	1.7	1.5	5.1
E 7	3	17	STD ERR	2.9	3.2	3.0	3.1	1.1	1.1	5.4	4.9	4.8	5.0	3.5	4.7	4.0	0.5	3.9	5.6	5.4	3.1	1.7	1.2	10.6
			B SD ERR	3.1	3.0	3.0	2.8	1.0	1.0	5.2	5.1	4.3	5.0	3.6	4.7	4.0	0.5	3.9	5.9	5.6	3.3	1.5	1.2	10.4
E 8	1	17	STD ERR	2.5	2.8	2.1	2.6	1.6	1.5	5.0	4.5	4.6	3.4	3.0	2.6	3.5	0.6	3.5	6.2	4.1	3.3	2.6	1.6	7.2
			B SD ERR	2.6	2.8	2.2	2.6	1.6	1.5	4.3	4.3	5.0	3.3	3.1	2.6	3.1	0.6	3.8	5.9	4.2	3.4	2.7	1.9	6.9
E 8	1	Ad	STD ERR	3.2	3.6	3.0	4.1	2.0	1.8	3.5	5.3	3.7	4.7	3.3	3.2	3.6	0.5	3.6	3.3	2.6	3.9	3.9	3.4	4.0
			B SD ERR	2.7	3.6	3.2	3.7	1.9	1.7	3.3	5.7	3.9	4.8	3.5	2.9	3.5	0.6	4.4	4.0	2.6	4.0	3.4	3.3	4.6
E 8	2	17	STD ERR	2.3	2.9	1.9	2.1	1.4	1.3	3.5	4.0	5.4	2.6	2.7	2.5	2.5	0.6	4.1	5.9	4.0	2.0	2.1	1.2	6.0
			B SD ERR	2.3	2.6	1.8	2.2	1.3	1.3	3.5	4.4	5.9	2.3	2.6	2.4	2.1	0.6	4.1	5.9	4.2	2.1	2.1	1.3	5.7
E 8	2	Ad	STD ERR	2.3	3.4	2.0	3.5	1.9	1.7	2.7	3.8	4.2	2.7	2.6	2.4	2.5	0.4	3.1	2.8	2.1	3.0	3.8	2.7	3.6
			B SD ERR	2.1	3.4	2.0	2.9	1.9	1.7	2.9	4.0	3.7	3.0	2.7	2.3	2.6	0.4	2.9	3.6	2.0	3.1	3.1	2.3	4.2
E 9	1	9	STD ERR	2.4	2.9	2.2	2.4	1.4	1.4	5.3	3.6	4.3	3.9	2.8	2.6	2.5	0.6	3.3	4.1	7.6	4.2	2.6	1.8	2.5
			B SD ERR	2.4	2.9	2.1	2.3	1.3	1.3	5.3	4.3	4.0	3.8	2.6	2.4	2.4	0.6	3.9	4.2	7.2	4.0	2.4	1.8	2.4

				REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
EXER	RES	AGE		N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
E 9	1	13	STD ERR	2.2	2.7	2.7	2.4	1.5	1.5	4.5	4.3	5.6	4.3	4.0	3.1	3.3	0.6	2.9	4.4	6.9	3.9	2.4	1.8	5.1
			B SD ERR	2.4	2.8	2.7	2.4	1.4	1.4	4.7	4.9	5.5	4.4	4.0	3.1	3.4	0.7	3.3	4.3	7.3	4.0	2.4	1.8	4.9
E 9	2	9	STD ERR	2.6	2.8	2.6	2.6	1.3	1.3	5.1	3.0	4.1	3.2	3.4	2.8	3.1	0.5	3.3	4.1	6.4	5.1	2.4	1.7	2.4
			B SD ERR	2.7	2.9	2.5	2.6	1.3	1.3	5.5	3.8	4.1	3.2	3.3	2.6	3.1	0.6	3.7	4.3	6.7	4.9	2.3	1.7	2.4
E 9	2	13	STD ERR	2.4	2.1	2.0	2.4	1.5	1.5	3.3	3.4	5.5	3.6	3.6	2.2	2.5	0.6	3.2	4.2	6.1	3.4	2.2	1.5	4.4
			B SD ERR	2.4	2.4	2.1	2.4	1.5	1.5	3.6	4.0	5.5	3.8	3.7	2.2	2.4	0.8	3.8	4.3	6.2	3.4	2.1	1.5	4.4
E 9	3	9	STD ERR	2.8	2.5	3.0	2.6	1.3	1.3	3.9	3.3	3.8	3.5	4.4	2.6	2.8	0.6	3.5	3.4	6.2	5.7	2.3	1.6	2.2
			B SD ERR	2.9	2.7	2.8	2.6	1.4	1.4	4.5	3.8	3.8	3.4	4.3	2.5	2.9	0.6	4.1	3.7	6.4	5.6	2.3	1.6	2.3
E 9	3	13	STD ERR	2.3	2.5	2.2	2.3	1.4	1.4	3.4	4.0	4.9	3.9	3.2	2.3	2.8	0.6	3.1	4.7	3.5	3.1	1.9	1.5	4.1
			B SD ERR	2.3	2.7	2.1	2.4	1.4	1.4	3.6	4.7	4.8	4.0	3.3	2.2	2.8	0.8	3.8	4.5	3.4	3.1	1.9	1.5	3.9
E 9	4	9	STD ERR	2.5	2.2	2.1	2.7	1.3	1.4	3.4	3.1	3.5	3.2	2.8	2.6	2.8	0.5	2.9	3.3	6.4	5.1	2.1	1.6	1.8
			B SD ERR	2.5	2.4	2.2	2.7	1.4	1.4	3.5	3.5	3.4	3.3	3.0	2.6	2.9	0.5	3.4	3.6	6.4	5.1	2.1	1.6	1.8
E 9	4	13	STD ERR	2.3	2.7	2.0	2.3	0.9	1.0	3.2	2.9	5.3	3.2	3.6	2.2	2.2	0.5	2.8	3.7	4.5	2.9	1.5	1.3	3.1
			B SD ERR	2.3	2.8	1.9	2.3	0.9	0.9	3.6	3.8	4.9	3.4	3.6	2.1	2.0	0.6	3.5	3.6	4.2	2.9	1.4	1.2	3.2
E 9	5	9	STD ERR	1.8	1.7	1.4	2.0	0.9	0.9	3.3	2.2	2.6	2.0	2.1	1.7	2.1	0.5	3.4	3.1	3.9	2.7	1.4	1.1	1.4
			B SD ERR	1.8	1.9	1.5	2.0	0.9	0.9	3.2	3.2	2.7	2.1	2.2	1.7	2.1	0.6	4.0	3.1	3.8	2.7	1.3	1.1	1.4
E 9	5	13	STD ERR	1.5	1.6	1.6	2.1	0.7	0.7	2.3	2.4	4.9	2.9	1.9	1.5	1.3	0.4	1.7	3.6	1.3	1.8	1.1	1.0	2.6
			B SD ERR	1.5	1.6	1.4	1.7	0.6	0.6	2.4	2.8	4.6	3.1	1.9	1.4	1.3	0.4	1.8	3.3	1.3	1.7	1.0	0.9	2.4
E 9	6	9	STD ERR	2.9	3.3	2.3	2.8	1.3	1.3	4.1	4.1	5.1	5.1	2.9	2.8	2.6	0.6	3.5	4.0	7.9	5.7	2.4	1.7	2.0
			B SD ERR	2.9	3.2	2.2	2.5	1.2	1.3	3.9	4.9	5.2	5.2	2.8	2.7	2.5	0.7	4.2	4.3	6.7	5.1	2.3	1.7	1.9
E 9	6	13	STD ERR	2.0	3.3	2.2	2.3	1.2	1.2	4.3	4.9	2.9	3.2	2.5	2.8	2.8	0.6	2.8	4.0	7.1	3.6	2.4	1.6	4.5
			B SD ERR	2.2	4.0	2.1	2.3	1.2	1.1	4.5	4.9	3.2	3.1	2.7	2.5	3.1	0.6	3.3	4.0	7.8	3.7	2.4	1.7	4.4
E10	1	Ad	STD ERR	3.3	4.2	3.6	4.0	2.3	2.1	4.8	6.3	5.5	6.8	4.0	3.8	4.2	1.0	5.1	12.8	3.1	4.5	3.5	3.9	8.2
			B SD ERR	3.1	4.6	3.6	4.2	2.4	2.3	5.0	6.4	5.7	6.9	4.0	3.6	4.4	1.1	6.6	11.5	3.3	4.5	3.5	3.9	8.0
E10	2	Ad	STD ERR	2.3	4.3	2.6	3.1	1.8	1.6	3.8	6.4	4.2	4.1	3.3	2.9	3.2	0.6	4.5	6.8	2.3	3.6	2.9	3.5	5.8
			B SD ERR	2.5	5.0	2.6	3.0	1.6	1.5	3.4	6.2	3.9	4.4	3.3	3.1	3.6	0.7	5.5	7.2	2.5	3.4	2.9	3.3	6.2
E10	3	Ad	STD ERR	1.6	4.1	1.5	1.8	1.3	1.1	2.1	3.4	2.0	3.5	2.9	2.0	1.9	0.4	3.7	2.8	1.6	2.5	1.5	1.9	4.0
			B SD ERR	1.8	4.8	1.6	1.8	1.1	1.0	2.2	3.3	2.0	3.5	3.0	2.2	2.5	0.5	4.6	3.5	1.6	2.2	1.4	1.9	4.5
E11	1	17	STD ERR	3.3	3.4	2.2	2.8	1.9	1.7	3.9	3.3	5.3	3.1	4.2	3.5	3.8	0.7	3.2	6.9	7.0	3.1	2.1	1.7	12.4
			B SD ERR	3.3	3.1	2.1	2.9	1.7	1.5	3.6	3.0	5.6	3.3	3.7	3.5	3.5	0.7	3.2	7.9	6.8	2.9	2.1	1.7	16.6
E11	2	17	STD ERR	2.0	2.6	2.0	1.7	1.2	1.1	2.4	2.2	3.8	3.6	3.2	2.4	2.7	0.5	2.5	3.5	3.5	2.1	1.5	1.2	7.4
			B SD ERR	2.2	2.2	1.9	1.8	1.1	1.0	2.3	2.3	3.6	4.0	3.1	2.4	2.4	0.5	2.6	3.6	3.4	2.0	1.4	1.1	10.0
E11	3	17	STD ERR	1.9	2.7	2.0	2.1	1.4	1.3	2.7	2.6	4.6	2.0	3.1	2.7	3.0	0.5	2.6	5.8	2.6	2.1	1.7	1.4	2.0
			B SD ERR	1.9	2.3	1.8	2.1	1.3	1.2	2.9	2.5	4.5	2.0	3.0	2.7	2.6	0.5	2.3	5.9	2.5	2.0	1.8	1.4	5.1
E11	4	17	STD ERR	3.3	3.3	2.1	2.7	1.7	1.6	4.0	3.6	5.8	3.2	3.9	3.5	3.7	0.7	3.1	6.8	7.1	2.8	2.3	1.8	12.3
			B SD ERR	3.3	3.0	2.1	2.7	1.5	1.4	4.0	3.3	6.0	3.6	3.5	3.4	3.5	0.8	3.1	7.8	7.0	2.7	2.2	1.8	15.9
E12	1	Ad	STD ERR	2.9	3.6	3.0	3.7	1.8	1.8	5.1	4.1	4.0	6.1	3.3	3.6	4.4	1.0	4.4	16.7	4.4	3.9	3.1	3.5	5.6
			B SD ERR	2.9	3.8	2.9	3.7	1.9	1.9	5.0	4.5	4.9	5.7	3.7	3.5	4.9	1.0	4.6	17.5	4.6	3.8	3.0	3.8	5.7
E12	2	Ad	STD ERR	1.7	2.3	1.7	1.6	1.1	1.0	2.6	3.7	2.4	2.5	1.6	2.5	2.8	0.5	3.6	1.9	1.6	2.5	2.0	1.7	5.0
			B SD ERR	1.7	2.4	1.6	1.7	1.2	1.1	2.6	3.7	2.5	2.7	1.6	2.3	3.0	0.6	4.1	2.7	1.7	2.5	2.1	1.8	4.5

E12	3	A4	STD ERR	2.0	2.1	2.2	2.8	1.2	1.1	3.6	4.0	2.8	5.6	2.3	2.6	3.4	0.7	3.9	9.3	1.7	2.5	2.5	2.7	4.8
			B SD ERR	2.0	2.3	2.2	2.7	1.3	1.2	3.9	4.0	3.3	4.6	2.3	2.3	3.4	0.6	4.1	7.8	1.9	2.5	2.4	2.7	4.5
E12	4	A4	STD ERR	2.8	2.9	2.6	4.2	1.7	1.5	4.7	3.9	3.7	3.2	3.3	3.0	4.5	0.8	3.9	16.3	2.9	3.1	2.5	2.8	5.2
			B SD ERR	2.9	3.0	2.8	4.0	1.8	1.6	4.8	4.1	4.7	5.4	3.9	2.8	4.9	1.0	3.8	16.8	3.2	3.2	2.6	3.3	5.0
E12	5	A4	STD ERR	2.8	3.1	2.6	3.6	1.8	1.7	5.6	4.8	3.8	6.4	3.1	2.9	4.0	0.9	4.2	16.3	4.2	3.3	3.0	3.3	5.3
			B SD ERR	2.6	3.3	2.8	3.5	1.9	1.8	5.7	5.3	4.6	6.5	3.6	2.7	4.5	1.0	4.3	17.1	4.5	3.4	3.1	3.7	5.2
E13	1	9	STD ERR	0.8	1.5	0.8	1.3	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	4.0	2.1	0.8	0.9	0.7	0.6	0.7
			B SD ERR	0.5	1.3	0.8	1.0	0.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	4.1	1.8	0.7	1.2	0.6	0.6	0.8
E13	2	9	STD ERR	2.6	2.2	1.8	2.5	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	3.5	3.9	3.9	2.1	1.6	2.1	1.5
			B SD ERR	2.7	1.8	1.5	2.5	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	3.6	4.0	4.3	2.2	2.0	1.9	1.5
E13	3	9	STD ERR	1.3	2.3	1.5	1.9	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	2.4	3.0	1.9	3.3	1.1	1.2	1.4
			B SD ERR	1.4	2.4	1.5	1.9	0.8	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	2.9	2.8	2.1	3.6	1.2	1.2	1.4
E13	4	9	STD ERR	3.5	3.6	4.6	2.9	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	4.9	3.3	3.3	2.3	1.4	2.0	2.6
			B SD ERR	3.6	3.2	4.5	2.9	1.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	4.4	3.2	3.7	2.8	1.8	1.8	2.5
E13	5	9	STD ERR	2.4	5.1	4.3	3.8	0.7	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	4.5	4.8	5.6	3.9	1.6	1.9	2.0
			B SD ERR	2.5	4.7	4.8	4.0	0.6	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	6.3	5.4	5.5	3.5	1.7	1.8	1.8
E13	6	9	STD ERR	1.2	1.7	0.9	1.1	0.7	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	4.0	2.4	2.8	2.6	1.1	1.1	1.3
			B SD ERR	1.2	2.0	1.4	1.3	0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	4.2	3.0	2.9	2.7	1.2	1.1	1.4
E13	7	9	STD ERR	2.4	4.7	3.8	4.1	1.3	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	5.8	6.2	3.4	3.7	2.6	1.9	2.0
			B SD ERR	1.6	3.7	3.4	3.1	1.3	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	5.8	6.2	4.0	3.2	2.0	1.5	2.2
E13	8	9	STD ERR	1.2	1.8	1.0	2.4	0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	2.6	2.4	0.9	1.3	1.0	1.0	0.8
			B SD ERR	1.3	1.8	1.0	2.4	0.5	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	1.9	2.6	1.0	1.4	0.8	0.9	0.8
E13	9	9	STD ERR	3.2	2.6	4.1	4.5	0.7	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	3.6	3.8	3.3	2.8	1.9	1.5	1.8
			B SD ERR	3.4	2.8	4.8	5.2	0.6	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	8.4	5.9	3.1	3.6	2.0	1.5	1.8
E14	1	11	STD ERR	2.6	7.5	4.2	2.4	0.7	0.7	9.4	10.7	27.1	57.6	2.4	2.5	3.1	0.8	4.2	9.7	2.1	2.1	2.1	2.1	2.1
			B SD ERR	2.3	8.3	4.5	4.0	0.7	0.7	20.0	10.9	17.8	17.8	2.3	3.6	5.3	1.1	8.2	21.5	0.0	0.0	0.0	0.0	0.0
E14	1	17	STD ERR	4.4	5.9	2.2	3.6	2.7	2.0	3.9	2.1	35.9	10.3	3.4	6.6	2.6	0.3	2.6	3.5	2.1	2.1	2.1	2.1	2.1
			B SD ERR	3.8	5.3	2.2	4.6	1.5	1.2	3.0	4.0	3.5	11.0	3.5	6.8	2.6	0.5	4.3	8.3	0.0	0.0	0.0	0.0	0.0
E14	2	13	STD ERR	2.1	9.2	1.5	1.5	1.1	1.1	7.0	2.2	29.9	8.1	1.6	2.9	2.6	1.1	11.1	6.3	1.4	1.4	1.4	1.4	1.4
			B SD ERR	2.7	9.8	4.5	3.1	1.3	1.2	8.4	4.9	3.0	39.2	1.9	4.3	3.5	1.3	10.0	11.5	0.0	0.0	0.0	0.0	0.0
E14	2	17	STD ERR	3.2	3.2	1.7	3.2	1.7	1.3	4.1	2.1	36.0	2.5	1.8	5.5	2.6	0.4	2.8	4.5	1.6	1.6	1.6	1.6	1.6
			B SD ERR	3.1	4.1	1.3	4.1	1.1	0.9	3.7	2.8	2.8	3.2	2.8	6.0	2.6	0.5	3.9	5.2	0.0	0.0	0.0	0.0	0.0
E14	3	13	STD ERR	2.5	28.1	3.4	3.5	1.9	1.9	5.0	6.3	20.4	96.2	2.2	2.9	4.1	1.4	36.9	4.8	2.3	2.3	2.3	2.3	2.3
			B SD ERR	3.6	24.0	7.7	5.2	2.0	2.0	9.1	8.5	12.7	73.5	2.6	9.6	10.1	1.7	16.2	8.3	0.0	0.0	0.0	0.0	0.0

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EXER	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Urban Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
E14	3	17	STD ERR	2.1	2.5	1.6	2.5	2.9	2.0	4.8	7.3	26.2	2.1	2.2	3.3	2.2	0.6	4.3	4.8	1.4	1.4	1.4	1.4	1.4
			B SD ERR	2.0	3.7	2.1	3.5	2.5	1.8	4.6	7.1	4.3	3.1	2.6	4.3	2.5	0.6	5.1	5.1	0.0	0.0	0.0	0.0	0.0
E14	4	13	STD ERR	3.3	16.3	3.3	2.1	1.5	1.5	9.3	3.1	18.1	55.0	2.3	2.5	2.2	1.0	5.3	5.9	1.8	1.8	1.8	1.8	1.8
			B SD ERR	2.9	8.9	2.6	3.6	1.6	1.6	7.9	8.1	13.4	15.3	2.3	4.1	3.5	1.3	12.0	9.7	0.0	0.0	0.0	0.0	0.0
E14	4	17	STD ERR	1.8	3.5	1.8	1.9	1.1	0.9	5.5	2.3	16.0	2.9	1.7	3.6	1.7	0.3	2.4	2.7	1.5	1.5	1.5	1.5	1.5
			B SD ERR	1.7	3.4	1.2	2.2	1.2	0.9	5.5	3.2	4.0	2.8	1.4	3.8	2.0	0.6	4.3	4.4	0.0	0.0	0.0	0.0	0.0
E14	5	13	STD ERR	0.7	1.6	0.7	0.6	0.5	0.4	3.4	3.2	0.9	30.8	0.6	0.9	1.4	0.2	1.2	2.1	0.5	0.5	0.5	0.5	0.5
			B SD ERR	1.7	7.4	4.1	1.8	0.5	0.4	4.1	5.0	2.3	39.5	1.0	2.7	2.6	0.4	3.0	3.5	0.0	0.0	0.0	0.0	0.0
E14	5	17	STD ERR	0.6	0.3	0.3	0.3	0.3	0.2	1.2	0.3	0.3	1.2	0.3	0.8	0.3	0.1	1.0	0.3	0.3	0.3	0.3	0.3	0.3
			B SD ERR	0.4	0.8	0.4	0.9	0.3	0.2	1.8	0.6	1.0	1.0	0.5	0.8	0.8	0.1	0.8	0.8	0.0	0.0	0.0	0.0	0.0
E14	6	13	STD ERR	1.5	2.9	1.9	1.0	0.7	0.7	2.8	5.4	4.2	18.6	0.9	1.4	1.2	0.3	9.6	2.0	0.9	0.9	0.9	0.9	0.9
			B SD ERR	1.4	7.5	1.9	2.1	0.8	0.8	3.1	5.7	8.4	15.5	1.0	3.2	3.2	0.4	3.5	3.2	0.0	0.0	0.0	0.0	0.0
E14	6	17	STD ERR	1.8	3.1	1.6	2.0	1.2	1.0	6.6	5.8	12.4	3.5	2.2	2.4	1.7	0.4	4.1	4.1	1.3	1.3	1.3	1.3	1.3
			B SD ERR	1.7	4.2	2.2	3.0	1.4	1.1	6.2	8.4	4.0	3.4	1.9	2.7	1.8	0.6	5.5	3.5	0.0	0.0	0.0	0.0	0.0
E14	7	13	STD ERR	2.5	16.0	2.2	3.1	0.7	0.6	11.0	4.4	38.5	4.4	2.5	8.9	2.4	0.5	26.1	4.3	2.4	2.4	2.4	2.4	2.4
			B SD ERR	3.2	12.3	3.7	3.1	0.6	0.5	10.4	5.3	3.7	17.3	1.5	7.1	4.2	0.8	6.6	9.1	0.0	0.0	0.0	0.0	0.0
E14	7	17	STD ERR	0.7	1.1	0.8	4.6	0.3	0.2	0.7	2.1	40.8	0.7	0.7	1.0	2.9	0.2	1.3	0.7	0.7	0.7	0.7	0.7	0.7
			B SD ERR	0.8	1.1	1.3	4.9	0.4	0.3	1.9	2.1	1.1	0.5	0.6	1.4	2.4	0.2	1.5	1.6	0.0	0.0	0.0	0.0	0.0
E14	8	13	STD ERR	2.2	2.2	5.3	2.5	0.2	0.2	7.0	2.2	36.1	2.2	2.4	2.2	2.2	0.5	3.2	5.8	2.2	2.2	2.2	2.2	2.2
			B SD ERR	2.7	8.4	6.3	3.0	0.4	0.3	4.9	8.4	21.6	57.1	2.9	3.2	4.1	1.0	7.8	5.5	0.0	0.0	0.0	0.0	0.0
E14	8	17	STD ERR	3.4	4.4	1.6	1.6	0.8	0.6	5.8	4.5	40.9	3.0	1.7	6.5	1.6	0.3	2.0	1.7	1.6	1.6	1.6	1.6	1.6
			B SD ERR	3.5	6.2	1.3	3.9	1.0	0.9	4.7	2.8	2.3	3.6	3.3	7.3	1.3	0.5	3.0	3.4	0.0	0.0	0.0	0.0	0.0
E14	9	13	STD ERR	1.3	3.1	3.1	1.8	0.3	0.3	7.0	7.5	71.2	73.4	1.3	1.9	1.2	0.8	27.5	11.8	1.2	1.2	1.2	1.2	1.2
			B SD ERR	3.7	5.8	13.2	7.5	0.9	0.8	10.1	6.2	94.2	31.3	2.4	3.2	4.9	0.6	4.4	18.9	0.0	0.0	0.0	0.0	0.0
E14	9	17	STD ERR	7.2	6.7	3.3	3.3	2.2	1.8	6.5	7.1	40.5	16.7	5.1	10.4	3.5	0.5	3.5	3.9	3.3	3.3	3.3	3.3	3.3
			B SD ERR	6.6	7.6	3.0	5.6	1.0	0.9	3.2	4.8	3.5	17.0	6.3	11.7	2.9	0.9	4.9	12.8	0.0	0.0	0.0	0.0	0.0
E14	10	13	STD ERR	8.8	24.1	8.2	4.0	0.9	0.9	27.5	10.2	59.8	61.1	7.5	9.3	15.9	1.6	10.6	11.2	6.9	6.9	6.9	6.9	6.9
			B SD ERR	8.9	41.4	19.8	14.7	1.9	1.8	35.8	15.9	37.7	47.2	6.3	16.9	18.1	2.4	25.1	34.2	0.0	0.0	0.0	0.0	0.0
E14	10	17	STD ERR	5.6	8.5	6.0	5.7	1.8	1.0	13.7	8.9	15.4	7.3	5.6	6.1	7.2	0.8	5.4	7.0	4.6	4.6	4.6	4.6	4.6
			B SD ERR	4.4	9.7	4.5	4.4	2.2	1.5	14.9	8.4	26.1	8.8	5.7	6.5	7.2	1.6	11.9	8.3	0.0	0.0	0.0	0.0	0.0
E51	1	13	STD ERR	2.0	3.9	1.9	2.3	1.3	1.3	4.2	3.8	2.8	3.5	2.4	2.1	3.9	0.7	3.1	5.2	8.7	3.9	1.7	1.4	4.6
			B SD ERR	2.1	3.3	1.9	2.0	1.2	1.1	3.9	3.7	3.0	3.0	2.2	2.1	3.1	0.7	3.3	4.9	8.2	3.4	1.7	1.3	4.3
E51	1	All	STD ERR	5.1	3.5	3.1	3.4	2.3	2.2	6.6	6.5	4.9	7.0	3.3	3.6	4.3	0.7	5.5	11.4	3.6	4.0	3.7	3.4	7.5
			B SD ERR	4.7	3.6	2.8	3.3	2.5	2.3	6.6	6.3	5.7	8.2	3.8	3.4	4.2	0.8	6.0	10.1	3.7	4.2	3.3	3.5	7.8
E51	#2	13	STD ERR	2.4	3.3	2.6	2.4	1.7	1.6	4.0	4.2	4.7	3.3	2.8	2.7	3.5	0.8	2.8	4.8	4.7	3.4	1.9	1.6	3.9
			B SD ERR	2.3	3.4	2.6	2.1	1.5	1.5	4.5	4.6	5.0	3.4	2.8	2.6	3.4	0.7	2.9	4.6	5.4	3.3	1.9	1.5	1.9
E51	#2	All	STD ERR	4.7	4.7	3.5	4.4	2.3	2.1	7.2	8.0	5.0	7.2	3.2	4.0	4.5	0.7	5.6	9.0	4.2	5.1	3.6	3.3	6.0
			B SD ERR	3.7	4.5	3.0	3.6	2.1	1.9	7.1	7.8	5.5	7.4	3.3	3.6	4.4	0.7	5.4	9.0	4.4	4.6	3.5	3.3	6.2
E51	3	13	STD ERR	1.8	1.7	1.5	2.0	1.1	1.1	2.2	2.4	3.0	2.8	2.3	1.9	1.6	0.4	1.7	2.3	2.3	1.9	1.5	1.1	2.5
			B SD ERR	1.7	1.7	1.6	1.9	1.0	1.0	2.4	3.0	3.2	2.9	2.1	1.8	1.8	0.4	2.0	2.4	2.5	1.9	1.5	1.1	2.6

E51	1	A8	STD ERR	4.9	5.1	3.3	5.7	2.3	2.3	5.1	7.5	6.7	4.2	3.8	4.5	4.3	0.7	5.9	7.7	3.8	4.9	3.8	4.0	5.1
			B SD ERR	3.4	5.3	2.7	4.0	1.9	1.8	4.8	6.9	5.9	4.5	3.3	4.1	4.2	0.8	6.0	7.8	3.6	4.6	3.2	3.8	5.3
E51	*4	13	STD ERR	1.0	0.8	0.8	0.9	0.5	0.5	0.7	1.4	1.5	0.7	1.0	0.6	0.8	0.2	0.9	0.8	2.1	0.6	0.8	0.6	1.4
			B SD ERR	0.9	0.9	0.8	0.8	0.5	0.5	0.7	1.6	1.5	0.8	1.0	0.7	0.9	0.2	0.9	1.0	2.1	0.6	0.8	0.6	1.5
E51	*4	A8	STD ERR	3.3	1.9	2.3	3.4	1.1	1.1	5.0	5.3	4.4	2.2	2.7	2.5	2.1	0.8	6.0	7.0	2.0	4.2	2.6	2.2	4.5
			B SD ERR	2.4	1.9	1.9	2.4	1.1	1.0	4.8	5.6	4.3	2.7	2.6	2.4	1.8	0.8	5.9	6.9	1.7	3.6	2.3	2.0	5.1
E51	*5	13	STD ERR	0.4	0.2	0.2	0.4	0.2	0.2	0.2	0.2	1.1	0.2	0.4	0.3	0.3	0.0	0.2	0.2	1.6	0.2	0.3	0.2	0.2
			B SD ERR	0.4	0.2	0.3	0.4	0.2	0.2	0.2	0.1	1.0	0.2	0.4	0.3	0.3	0.0	0.1	0.5	1.7	0.1	0.4	0.3	0.3
E51	*5	A8	STD ERR	2.8	1.5	1.5	1.7	0.7	0.6	1.8	1.7	5.8	1.7	1.5	1.7	1.5	0.7	6.0	2.1	1.5	3.6	1.5	1.2	1.4
			B SD ERR	2.2	1.8	1.0	1.8	0.7	0.6	1.6	3.3	4.6	2.5	1.3	1.5	0.9	0.8	6.0	1.8	1.1	3.2	0.9	1.3	2.0
E52	1	13	STD ERR	2.9	2.6	2.6	3.0	1.4	1.3	6.7	3.9	4.7	3.7	3.5	2.6	2.7	0.6	2.8	5.2	8.1	3.7	1.7	1.4	3.9
			B SD ERR	2.8	2.9	2.4	2.9	1.4	1.4	6.8	4.2	4.7	3.6	3.1	2.5	2.8	0.7	3.5	4.9	8.0	3.7	1.7	1.3	3.9
E52	1	17	STD ERR	3.6	3.5	2.9	3.0	1.8	1.6	3.6	5.4	4.0	3.9	5.1	3.9	3.8	0.9	3.4	8.8	6.6	3.2	2.0	2.0	16.2
			B SD ERR	3.3	3.2	2.8	3.2	1.6	1.4	3.9	5.0	4.4	3.8	4.4	3.7	3.5	0.9	3.4	9.0	5.9	3.1	1.8	2.1	19.0
E52	1	A8	STD ERR	3.4	5.0	3.2	4.6	2.8	2.2	6.2	6.6	5.0	6.6	3.8	5.1	4.1	1.0	6.1	10.5	3.4	5.4	3.9	4.3	4.7
			B SD ERR	2.9	4.4	3.2	4.9	2.8	2.0	6.8	6.9	5.3	7.2	3.3	3.9	4.6	0.9	6.3	10.7	3.3	5.5	4.0	4.5	5.3
E52	2	13	STD ERR	2.5	2.4	2.5	2.9	1.4	1.3	5.8	4.0	4.8	3.9	3.1	2.3	2.7	0.6	2.7	5.0	8.1	3.7	1.8	1.5	4.0
			B SD ERR	2.5	2.4	2.3	2.7	1.4	1.4	6.0	4.2	4.9	3.5	2.6	2.2	2.7	0.6	3.1	4.5	7.9	3.9	1.8	1.4	4.1
E52	2	17	STD ERR	3.4	3.2	3.0	3.0	1.8	1.6	3.5	5.1	4.5	3.5	4.7	3.7	3.5	0.9	3.3	8.7	6.5	3.1	1.9	2.1	13.4
			B SD ERR	3.0	3.0	2.8	3.3	1.6	1.4	3.7	4.5	4.8	3.2	4.0	3.4	3.3	0.9	3.3	9.2	6.8	3.1	1.9	2.2	16.0
E52	2	A8	STD ERR	3.4	4.6	3.2	4.5	2.6	2.2	6.7	6.6	4.4	7.1	3.6	4.7	3.9	1.0	5.9	10.7	3.1	5.4	3.8	4.1	4.4
			B SD ERR	2.8	4.1	3.2	4.8	2.4	2.1	7.3	7.0	4.9	7.6	3.2	3.6	4.3	0.9	5.9	11.0	3.2	5.5	3.9	4.4	5.1
E53	1	17	STD ERR	3.3	3.8	2.4	3.0	1.9	1.9	6.6	4.3	4.1	4.0	4.6	3.4	4.1	0.6	4.2	3.1	8.0	3.8	2.4	1.7	6.2
			B SD ERR	3.1	4.0	2.3	3.0	1.6	1.6	5.5	5.0	3.9	4.1	4.0	3.6	3.7	0.6	4.6	3.0	6.4	3.5	2.2	1.5	6.6
E53	1	A8	STD ERR	4.6	5.3	3.3	3.7	2.5	2.3	5.1	6.1	5.7	7.0	4.2	4.2	4.5	0.7	4.8	10.3	4.5	4.5	3.5	3.7	6.8
			B SD ERR	4.0	6.0	3.3	4.0	2.2	2.0	4.8	6.0	6.7	7.5	4.1	4.0	5.0	0.8	5.6	10.0	5.3	4.1	3.6	4.6	6.4
E53	2	17	STD ERR	1.8	1.8	1.3	2.2	1.0	1.1	2.3	2.9	4.0	2.1	2.1	1.8	2.1	0.4	2.5	2.8	2.1	1.5	1.5	1.1	5.0
			B SD ERR	1.7	2.1	1.3	2.1	0.9	0.9	2.4	2.6	3.7	2.4	2.0	2.0	2.0	0.4	2.8	3.2	2.0	1.4	1.5	0.9	5.2
E53	2	A8	STD ERR	3.5	4.0	2.9	3.9	2.2	2.1	5.4	6.1	4.8	4.3	3.1	3.3	4.3	0.6	4.5	5.5	3.2	4.3	3.5	3.6	5.2
			B SD ERR	2.8	4.1	2.5	3.5	1.9	1.8	5.1	5.8	5.1	5.1	3.2	3.0	4.6	0.7	5.5	6.1	3.5	4.4	3.4	3.6	5.7
E54	1	17	STD ERR	2.3	2.4	2.0	2.0	1.5	1.2	2.8	3.6	5.0	1.9	2.6	2.5	3.0	0.5	2.0	4.8	5.7	1.7	1.6	1.5	3.3
			B SD ERR	2.4	2.5	1.9	2.1	1.3	1.1	3.1	3.5	4.7	1.9	2.4	2.4	2.7	0.5	2.8	6.1	5.4	1.9	1.6	1.5	3.9
E54	1	A8	STD ERR	3.2	4.1	2.7	3.7	2.4	2.2	4.4	5.6	6.3	7.6	3.0	3.0	3.6	0.6	4.7	6.1	3.2	3.5	4.1	4.1	3.5
			B SD ERR	2.5	4.2	2.4	4.0	2.4	2.1	4.4	6.2	5.6	7.3	2.8	3.0	3.6	0.7	4.8	8.0	2.9	4.0	3.7	3.9	4.2

EXER	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
E54	2	17	STD ERR	1.5	1.8	1.2	0.9	0.9	0.7	1.5	0.9	3.1	1.1	1.6	1.0	2.1	0.2	1.1	1.2	5.1	1.0	0.8	0.9	0.8
			B SD ERR	1.6	1.6	1.2	1.0	0.8	0.7	1.6	1.0	2.9	1.1	1.7	1.1	2.0	0.3	1.6	1.5	5.0	1.1	0.8	0.8	1.0
E54	2	Ad	STD ERR	1.4	1.3	1.3	1.6	1.1	1.0	2.8	2.0	3.1	3.8	1.9	1.3	1.7	0.3	2.4	4.1	1.1	2.1	2.4	2.2	2.6
			B SD ERR	1.5	1.4	1.3	1.6	1.1	1.0	2.7	2.4	3.1	3.8	1.8	1.3	1.8	0.3	2.5	4.9	1.2	2.2	2.3	2.1	2.8
E55	1	17	STD ERR	1.3	1.5	1.2	1.7	1.1	0.9	2.3	3.5	3.7	2.3	2.6	1.7	1.3	0.5	2.0	5.0	2.2	1.5	1.3	1.2	3.9
			B SD ERR	1.2	1.6	1.1	1.7	0.9	0.8	2.7	3.3	3.3	2.0	2.2	1.7	1.3	0.5	2.1	4.9	2.3	1.5	1.3	1.2	4.0
E55	1	Ad	STD ERR	0.9	2.3	1.1	1.4	0.8	0.7	1.0	0.8	2.7	1.8	0.8	2.0	1.7	0.2	1.5	0.8	1.4	1.2	0.8	1.4	0.8
			B SD ERR	1.0	2.4	1.2	1.4	0.8	0.7	1.2	0.9	2.5	1.5	0.8	1.8	1.9	0.3	2.4	1.0	1.4	1.3	0.9	1.3	0.7
E56	1	17	STD ERR	2.3	3.5	1.9	2.7	1.4	1.3	6.1	4.0	4.1	2.4	2.5	3.1	2.5	0.7	3.2	6.9	4.5	3.1	1.6	1.9	7.5
			B SD ERR	2.3	3.7	1.8	3.0	1.3	1.2	5.8	4.2	3.9	2.6	2.7	3.0	2.7	0.7	4.1	6.9	4.6	3.1	1.6	1.9	7.5
E56	1	Ad	STD ERR	4.3	4.3	3.2	4.7	2.1	1.8	6.8	5.9	4.8	6.3	3.9	4.6	4.1	0.8	5.5	9.1	3.2	5.4	4.1	4.5	7.5
			B SD ERR	3.8	4.2	3.0	4.4	2.1	1.8	6.3	6.7	5.3	7.4	4.0	4.3	4.1	0.9	6.4	9.8	3.2	5.3	3.7	4.5	7.4
E56	2	17	STD ERR	2.2	3.3	2.0	2.6	1.3	1.2	5.3	4.2	4.3	2.4	2.5	2.7	2.5	0.6	2.7	7.2	4.5	3.2	1.5	1.9	6.6
			B SD ERR	2.2	3.5	1.8	2.8	1.2	1.1	5.0	4.3	4.0	2.5	2.6	2.6	2.5	0.6	3.4	7.6	4.6	3.0	1.6	1.9	6.5
E56	2	Ad	STD ERR	4.8	4.4	3.5	4.6	2.2	2.0	5.3	5.8	5.4	7.1	3.8	5.3	4.3	0.8	5.9	8.1	3.1	5.2	4.1	4.5	6.8
			B SD ERR	4.1	4.8	3.1	4.5	2.3	2.0	5.5	6.1	6.2	7.7	4.2	5.4	4.6	0.9	6.8	8.7	3.0	5.1	3.9	4.6	7.0
F 1	1	9	STD ERR	1.1	1.4	1.3	1.2	0.7	0.8	3.3	3.8	1.8	2.1	1.2	1.0	2.0	0.4	2.8	2.8	4.0	3.8	1.3	0.9	1.6
			B SD ERR	1.1	1.5	1.2	1.2	0.7	0.8	3.1	3.9	1.9	2.0	1.3	1.0	1.9	0.4	3.0	2.8	3.9	3.8	1.2	0.8	1.6
F 2	1	13	STD ERR	0.8	1.6	0.6	0.7	0.4	0.5	2.2	1.6	0.7	0.7	0.7	0.9	1.1	0.3	1.7	2.4	3.4	1.6	0.6	0.4	2.4
			B SD ERR	0.8	1.3	0.5	0.7	0.5	0.5	2.0	1.8	0.9	0.9	0.7	0.9	1.1	0.3	1.7	2.4	3.4	1.4	0.6	0.4	2.4
F 2	1	17	STD ERR	1.7	2.8	2.1	1.3	1.2	1.1	6.3	2.4	1.5	1.3	1.6	2.4	3.1	0.6	3.8	2.8	5.4	3.1	1.3	1.2	4.9
			B SD ERR	1.6	2.6	1.8	0.9	1.2	1.2	5.3	2.6	1.8	1.2	1.6	2.2	2.9	0.5	3.6	3.3	5.0	3.1	1.4	1.1	4.9
F 2	1	Ad	STD ERR	1.0	0.8	1.0	0.6	0.6	0.5	1.2	1.5	1.6	1.8	0.9	0.8	0.9	0.2	1.5	1.4	0.6	0.7	0.7	1.1	4.9
			B SD ERR	1.0	0.6	1.2	0.8	0.5	0.4	1.3	1.6	1.7	1.9	0.9	0.8	0.8	0.2	1.5	1.8	0.5	0.7	0.8	0.9	5.0
F 2	2	13	STD ERR	2.4	2.4	1.9	2.1	1.5	1.6	4.1	5.0	3.1	3.8	3.0	1.8	2.2	0.7	3.6	5.2	5.4	4.1	1.6	1.6	4.6
			B SD ERR	2.3	2.6	1.8	2.1	1.4	1.5	4.2	5.2	3.5	4.0	2.8	1.9	2.1	0.8	4.4	5.5	5.9	3.9	1.6	1.6	4.7
F 2	2	17	STD ERR	3.5	3.8	2.7	2.1	1.5	1.4	5.4	5.1	7.2	2.5	2.7	3.4	3.0	0.8	3.8	3.9	7.1	3.5	1.8	2.1	6.5
			B SD ERR	3.2	3.6	2.2	2.1	1.3	1.3	4.2	4.1	6.8	2.8	2.6	3.0	3.1	0.7	4.2	4.1	6.4	3.4	1.6	1.9	6.9
F 2	2	Ad	STD ERR	2.5	3.1	2.1	2.4	1.6	1.5	6.1	5.6	3.4	5.1	2.5	3.7	2.9	0.6	4.2	5.9	2.8	2.9	3.0	3.4	7.4
			B SD ERR	2.8	3.1	2.3	2.5	1.6	1.4	6.1	6.0	3.2	5.2	2.7	3.7	3.3	0.6	4.3	6.1	3.3	2.8	3.3	3.5	6.8
F 2	3	13	STD ERR	2.5	2.4	2.2	2.2	1.2	1.3	3.7	3.0	3.5	4.1	3.1	2.4	2.9	0.5	2.2	3.7	5.2	3.4	1.6	1.4	3.9
			B SD ERR	2.5	2.6	2.0	2.2	1.2	1.2	3.9	3.2	3.5	3.9	3.1	2.2	2.7	0.5	2.8	3.9	5.5	3.5	1.5	1.3	4.0
F 2	3	17	STD ERR	3.6	4.5	3.0	2.6	1.4	1.3	6.2	6.7	6.0	3.3	3.7	3.5	4.0	0.8	3.9	3.9	7.0	4.2	2.4	2.0	7.0
			B SD ERR	3.8	4.6	2.8	2.4	1.4	1.3	6.1	5.9	6.3	2.7	4.3	3.3	4.1	0.8	4.4	4.3	6.7	4.0	2.2	1.9	7.2
F 2	3	Ad	STD ERR	3.3	4.9	2.9	3.4	2.1	2.0	5.6	6.1	5.8	5.9	4.2	4.3	4.4	0.8	5.5	8.8	3.6	4.5	4.1	3.5	7.7
			B SD ERR	3.8	4.7	3.0	3.6	2.1	1.9	6.6	5.8	6.5	5.7	4.2	4.5	4.0	0.8	5.8	9.8	4.1	4.4	3.9	3.7	6.8
F 2	4	13	STD ERR	1.5	1.6	1.6	1.8	0.8	0.8	1.7	2.5	3.0	4.2	1.6	1.5	1.8	0.3	1.3	2.5	3.9	2.0	1.1	1.0	2.4
			B SD ERR	1.5	1.7	1.5	1.8	0.8	0.8	1.8	2.7	2.8	4.2	1.7	1.5	1.9	0.4	1.9	2.6	4.0	2.1	1.1	0.9	2.5
F 2	4	17	STD ERR	3.0	3.8	2.1	2.3	1.5	1.4	5.0	6.9	4.1	3.3	3.5	2.8	2.8	0.6	2.5	3.2	7.6	4.2	2.1	1.7	7.6
			B SD ERR	2.9	3.6	2.1	2.1	1.4	1.3	5.0	6.3	4.6	2.7	4.0	2.5	3.0	0.7	3.6	4.0	7.1	3.8	1.9	1.7	7.7

F 2	4	Ad	STD ERR	3.8	5.5	3.6	4.5	2.2	2.0	5.1	6.0	4.3	5.9	3.8	5.4	4.7	0.6	4.4	11.4	4.0	4.9	3.4	4.0	6.2
			B SD ERR	3.3	5.2	3.4	3.9	2.3	2.1	5.0	6.5	4.6	5.8	3.7	5.3	4.7	0.7	5.5	11.9	4.3	4.4	3.3	3.9	5.9
F 2	5	13	STD ERR	0.6	0.5	0.6	0.8	0.5	0.5	1.4	0.8	1.2	1.7	0.7	0.6	0.6	0.1	0.7	0.6	0.4	0.4	0.6	0.5	1.3
			B SD ERR	0.6	0.6	0.6	0.8	0.4	0.5	1.5	1.0	1.2	1.8	0.7	0.7	0.6	0.2	1.1	0.9	0.5	0.4	0.6	0.5	1.4
F 2	5	17	STD ERR	1.4	1.0	1.4	1.3	0.8	0.7	1.4	1.1	2.7	1.8	1.8	1.9	1.2	0.2	1.0	1.9	0.8	1.1	1.1	0.9	2.6
			B SD ERR	1.2	0.8	1.3	1.3	0.6	0.6	1.5	1.3	2.1	1.6	1.6	1.7	1.3	0.2	1.3	2.0	0.8	1.1	1.1	0.8	2.4
F 2	5	Ad	STD ERR	2.9	2.9	2.9	4.2	1.9	2.0	3.3	4.9	4.4	5.0	3.4	2.8	2.8	0.5	3.3	1.9	2.6	3.3	3.1	3.1	2.6
			B SD ERR	2.4	2.6	2.5	3.4	1.9	1.9	3.6	5.2	4.1	4.8	3.4	2.7	2.8	0.6	4.1	3.2	2.7	3.3	2.7	3.1	2.9
F 2	6	13	STD ERR	2.6	3.3	2.5	2.3	1.4	1.6	5.0	5.2	3.2	5.1	3.4	2.6	2.6	0.7	3.1	3.9	5.1	4.5	2.0	1.6	4.1
			B SD ERR	2.4	3.4	2.3	2.3	1.3	1.4	4.5	5.1	3.6	5.4	3.3	2.4	2.6	0.7	3.4	4.1	5.6	4.1	2.0	1.5	4.2
F 2	6	17	STD ERR	3.3	3.5	2.4	2.2	1.9	1.7	5.0	6.4	6.8	2.8	2.4	3.7	3.3	0.9	4.2	4.6	5.2	3.1	2.0	1.9	6.1
			B SD ERR	3.4	3.0	2.1	2.5	1.9	1.7	4.6	5.1	7.1	3.4	2.8	3.4	2.9	0.8	4.5	4.8	5.1	3.0	1.8	1.8	6.7
F 2	6	Ad	STD ERR	3.4	3.1	2.3	2.6	1.7	1.7	6.2	5.9	2.1	4.9	2.7	3.5	3.8	0.6	4.6	8.8	3.2	3.1	3.4	2.5	8.9
			B SD ERR	2.8	3.4	2.3	2.8	1.6	1.6	6.4	4.6	2.3	4.9	3.0	3.5	3.7	0.6	4.3	9.9	3.4	3.0	3.2	2.8	8.1
F 2	7	13	STD ERR	2.4	2.0	2.0	1.9	1.3	1.4	3.5	3.4	3.2	4.8	3.3	1.8	2.3	0.6	2.6	3.7	5.1	2.9	1.8	1.5	3.3
			B SD ERR	2.2	2.2	1.9	1.9	1.2	1.3	2.8	3.4	3.6	5.1	3.0	1.9	2.0	0.6	3.0	4.2	5.1	2.9	1.7	1.5	3.6
F 2	7	17	STD ERR	3.0	4.2	2.1	2.7	1.7	1.5	5.2	6.8	4.9	3.5	3.7	3.2	3.1	0.7	3.1	4.1	7.5	2.8	2.1	1.7	5.4
			B SD ERR	2.9	3.8	2.1	2.8	1.5	1.4	5.6	6.1	5.1	4.0	4.1	2.9	3.0	0.8	4.1	4.9	7.0	2.5	2.0	1.6	5.5
F 2	7	Ad	STD ERR	4.1	4.9	3.1	3.3	2.5	2.4	5.5	7.6	3.9	7.7	3.5	4.8	4.5	0.8	5.6	9.2	3.5	5.0	4.3	3.4	10.0
			B SD ERR	3.7	4.6	3.1	3.4	2.3	2.3	5.7	7.1	4.7	7.5	3.6	4.8	4.6	0.8	5.6	11.1	4.1	4.8	4.2	3.9	9.8
F 2	8	13	STD ERR	1.6	1.3	1.5	1.2	0.9	0.9	2.9	2.5	3.1	3.5	2.2	1.5	1.6	0.3	1.4	1.8	3.6	2.3	1.1	1.0	2.1
			B SD ERR	1.6	1.4	1.4	1.2	0.9	0.9	2.8	2.8	2.6	3.7	2.1	1.6	1.6	0.3	2.0	2.1	3.8	2.5	1.0	1.0	2.2
F 2	8	17	STD ERR	2.3	4.1	2.1	2.4	1.4	1.3	4.1	2.7	4.2	2.9	3.6	3.1	2.0	0.5	2.3	3.1	7.7	1.5	1.8	1.6	3.9
			B SD ERR	2.3	3.9	2.1	2.3	1.3	1.1	4.5	2.4	4.4	2.5	4.2	2.8	2.2	0.6	3.6	3.6	7.7	1.4	1.8	1.6	4.0
F 2	8	Ad	STD ERR	4.3	4.2	3.5	3.5	2.3	2.3	5.7	6.2	7.2	6.3	4.8	4.2	3.6	0.6	3.7	11.3	3.9	4.5	3.8	4.5	5.7
			B SD ERR	4.6	3.8	3.5	4.0	2.3	2.1	6.6	6.5	7.2	5.9	5.0	4.2	3.8	0.8	4.8	13.2	4.3	3.9	3.6	4.4	5.8
F 2	9	13	STD ERR	0.8	0.7	1.0	0.9	0.5	0.5	1.4	1.0	1.8	3.6	1.0	0.8	0.8	0.1	0.8	0.8	0.5	0.5	0.7	0.6	0.8
			B SD ERR	0.8	0.7	0.8	0.8	0.5	0.5	1.4	1.2	1.7	3.7	1.0	0.8	0.8	0.2	1.2	1.0	0.6	0.5	0.6	0.5	1.0
F 2	9	17	STD ERR	1.9	1.4	1.6	1.5	1.2	1.1	3.6	1.6	2.5	2.0	3.5	2.1	1.3	0.3	1.2	2.1	7.8	1.2	1.4	1.3	2.4
			B SD ERR	1.8	3.5	1.7	1.5	1.0	1.0	3.7	1.4	2.3	1.7	4.0	2.0	1.5	0.4	2.1	2.3	7.4	1.1	1.3	1.3	2.4
F 2	9	Ad	STD ERR	2.9	4.7	3.1	4.1	1.9	1.9	3.0	5.7	5.1	4.9	3.8	3.5	2.8	0.4	3.0	4.6	2.9	4.6	3.4	3.6	2.6
			B SD ERR	3.1	4.4	2.9	3.6	1.8	1.8	3.2	5.4	4.6	4.5	3.7	3.5	3.2	0.5	3.3	7.2	3.3	4.0	3.1	3.6	2.8
F 2	10	13	STD ERR	0.6	0.3	0.4	0.4	0.3	0.3	1.4	0.4	1.0	0.6	0.7	0.4	0.3	0.1	0.3	0.6	0.3	0.3	0.4	0.3	0.3
			B SD ERR	0.6	0.2	0.4	0.4	0.3	0.3	1.4	0.4	0.9	0.6	0.7	0.4	0.3	0.1	0.3	0.6	0.3	0.2	0.4	0.3	0.3

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EXPR	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Urban Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
P 2	10	17	STD ERR	1.2	0.8	1.3	0.9	0.7	0.6	0.9	0.8	2.7	1.1	1.0	2.0	0.8	0.2	0.7	1.5	0.7	0.7	0.8	0.8	0.7
			B SD ERR	1.0	0.7	1.2	0.9	0.5	0.5	1.1	0.7	2.2	0.9	0.9	1.8	0.7	0.1	0.6	1.4	0.7	0.6	0.7	0.8	0.7
P 2	10	Ad	STD ERR	1.7	2.2	2.2	3.8	1.2	1.3	1.5	2.0	4.2	4.0	2.4	2.6	2.5	0.3	1.4	1.4	1.7	3.0	3.4	2.7	1.8
			B SD ERR	1.9	2.3	2.0	3.8	1.1	1.2	1.8	2.5	4.2	4.0	2.2	2.6	2.4	0.3	1.3	2.6	1.5	3.1	3.1	3.0	1.9
P 3	1	9	STD ERR	2.4	3.1	2.2	2.4	1.3	1.3	7.1	4.9	3.8	3.1	2.2	2.8	2.4	0.6	3.5	4.4	7.2	5.1	2.1	1.4	2.2
			B SD ERR	2.3	3.2	1.9	2.3	1.1	1.2	5.7	5.5	3.3	2.7	2.3	2.7	2.4	0.6	3.9	4.2	6.9	5.0	2.1	1.5	2.1
P 3	2	9	STD ERR	2.6	2.9	2.4	2.7	1.5	1.5	5.6	5.1	4.9	4.5	2.8	2.6	2.5	0.6	3.5	4.8	7.3	5.5	2.4	1.6	2.8
			B SD ERR	2.6	2.8	2.4	2.5	1.5	1.5	5.1	6.0	4.4	4.4	2.8	2.5	2.5	0.7	3.8	5.4	7.0	5.3	2.4	1.6	2.8
P 3	3	9	STD ERR	2.4	2.5	2.7	2.0	1.0	1.0	5.5	3.8	3.3	3.0	3.2	2.5	2.8	0.4	2.2	3.5	6.1	3.8	1.9	1.4	1.9
			B SD ERR	2.3	2.7	2.5	2.0	1.1	1.0	4.9	4.1	3.1	2.9	3.1	2.4	2.7	0.4	2.4	3.4	6.6	3.9	1.8	1.4	1.9
P 3	4	9	STD ERR	1.2	1.1	1.1	0.8	0.6	0.6	1.3	1.2	2.1	1.5	1.4	1.3	0.9	0.2	1.1	1.0	2.0	2.5	0.9	0.6	0.7
			B SD ERR	1.1	1.2	1.2	0.9	0.6	0.6	1.2	1.2	2.0	1.4	1.3	1.4	0.9	0.2	1.1	1.2	2.0	2.5	0.9	0.7	0.7
P 3	5	9	STD ERR	3.1	2.9	2.1	2.8	1.5	1.6	7.1	4.6	4.7	4.4	3.2	2.9	2.2	0.6	3.2	4.5	7.4	5.4	2.8	1.8	2.5
			B SD ERR	3.0	2.9	2.1	2.7	1.4	1.5	6.1	5.4	4.1	4.0	3.3	2.8	2.0	0.7	3.8	5.0	7.3	5.0	2.7	1.8	2.6
P 4	1	13	STD ERR	2.4	2.7	2.0	2.6	1.2	1.1	3.9	3.7	2.5	3.4	3.1	2.5	2.0	0.7	3.3	4.5	7.2	3.0	2.1	1.4	4.4
			B SD ERR	2.3	2.9	1.9	2.5	1.1	1.1	4.0	3.8	2.5	3.6	2.9	2.3	1.9	0.8	3.8	4.4	7.7	3.0	2.0	1.5	4.5
P 4	1	17	STD ERR	1.8	2.4	2.2	2.7	1.4	1.3	2.1	5.0	4.0	2.6	1.8	3.4	2.4	0.7	3.7	3.6	7.1	2.4	1.9	1.5	22.7
			B SD ERR	1.7	2.2	1.9	2.7	1.2	1.1	2.1	4.6	3.8	2.6	1.8	3.0	1.9	0.7	3.6	3.4	6.6	2.2	1.8	1.4	20.8
P 4	1	Ad	STD ERR	4.5	4.5	3.8	4.5	2.3	2.0	6.4	7.5	4.3	7.2	4.7	6.1	4.0	1.0	5.4	15.5	3.5	5.4	3.0	4.0	8.5
			B SD ERR	4.4	4.8	3.7	4.4	2.1	1.9	6.1	7.2	4.7	7.5	5.0	5.9	4.0	1.1	5.4	17.7	4.0	5.6	3.1	3.8	8.2
P 4	2	13	STD ERR	2.6	2.5	2.3	2.3	1.3	1.3	3.8	3.3	4.3	2.9	2.5	2.9	2.5	0.6	2.8	3.7	5.9	3.8	2.1	1.6	3.9
			B SD ERR	2.5	2.9	2.4	2.4	1.3	1.3	4.6	3.4	4.2	3.1	2.7	2.8	2.6	0.6	2.9	4.3	6.0	3.7	2.1	1.6	3.9
P 4	2	17	STD ERR	3.6	3.2	3.0	3.1	1.7	1.5	4.6	4.5	4.2	3.2	4.3	4.0	2.6	0.8	3.6	7.5	6.5	3.9	2.1	1.6	16.0
			B SD ERR	3.3	3.0	2.8	3.1	1.5	1.3	4.8	4.3	4.0	3.2	3.8	4.0	2.5	0.8	3.7	6.4	6.1	4.0	2.0	1.7	14.2
P 4	2	Ad	STD ERR	3.9	4.1	3.3	4.4	2.3	2.1	6.8	7.3	4.6	7.5	3.4	5.7	4.1	0.9	5.2	12.4	3.6	4.8	3.4	4.0	4.5
			B SD ERR	3.6	4.4	3.0	4.1	2.2	2.0	6.2	7.2	5.6	7.6	3.4	5.6	4.0	1.1	5.6	14.3	3.8	5.1	3.7	3.9	4.7
P 4	3	13	STD ERR	1.8	1.8	1.6	1.6	0.9	0.9	3.1	2.3	2.9	2.6	1.9	1.9	1.7	0.3	1.7	2.0	2.5	2.3	1.1	1.0	2.5
			B SD ERR	1.8	2.1	1.6	1.7	0.9	0.9	3.3	2.7	2.9	2.7	1.8	2.0	1.8	0.3	1.9	2.4	2.9	2.2	1.1	1.0	2.7
P 4	3	17	STD ERR	3.0	2.5	2.5	2.3	1.5	1.4	3.8	4.3	4.1	2.6	4.0	3.8	2.8	0.9	2.9	9.5	5.1	2.4	1.9	1.5	10.8
			B SD ERR	2.5	2.3	2.3	2.3	1.3	1.2	3.9	4.0	4.0	2.5	3.5	2.7	2.6	0.8	3.3	8.1	4.9	2.4	1.8	1.5	9.3
P 4	3	Ad	STD ERR	3.5	4.1	2.8	3.4	2.1	1.9	5.5	5.9	3.8	7.0	2.6	4.8	3.9	0.7	4.4	10.4	2.8	4.5	3.8	3.1	3.7
			B SD ERR	3.0	4.3	2.5	3.3	1.9	1.7	4.9	5.9	4.4	6.4	2.7	4.6	3.8	0.7	4.8	12.2	2.9	4.4	3.9	3.1	4.1
P 4	4	13	STD ERR	0.8	1.0	0.7	1.1	0.4	0.4	0.5	1.1	1.8	1.2	0.8	0.9	0.8	0.1	0.8	0.5	0.5	0.8	0.7	0.5	2.2
			B SD ERR	0.9	1.1	0.8	1.1	0.4	0.4	0.5	1.1	1.7	1.3	0.9	0.9	0.8	0.2	0.7	1.0	0.5	0.9	0.6	0.5	2.1
P 4	4	17	STD ERR	2.6	2.0	1.9	2.4	1.3	1.1	2.3	2.1	3.7	2.5	3.7	2.0	1.8	0.9	1.4	11.1	2.3	1.8	1.6	1.4	4.8
			B SD ERR	2.1	1.9	1.9	2.5	1.0	0.9	2.5	1.9	3.5	2.6	2.9	1.8	1.7	0.8	1.6	10.2	2.4	1.9	1.5	1.5	5.4

P 4	4	Ad	STD ERR	2.0	1.4	2.2	1.6	1.1	1.0	2.9	3.4	3.0	4.4	1.8	1.6	2.9	0.4	3.3	1.2	1.1	2.6	2.2	1.9	1.6
			B SD ERR	2.0	1.8	2.2	1.7	1.2	1.1	2.9	3.3	3.0	4.0	1.7	1.7	2.7	0.3	3.1	4.4	1.1	2.4	2.2	1.9	1.7
P 5	1	9	STD ERR	2.9	2.3	1.9	2.5	1.3	1.3	7.4	3.7	5.7	3.5	2.2	2.8	2.7	0.6	3.3	4.3	7.7	5.4	2.9	1.8	2.6
			B SD ERR	2.8	2.6	1.7	2.4	1.3	1.4	6.7	4.3	5.4	3.5	2.4	2.7	2.7	0.7	4.0	4.7	8.0	5.4	2.8	1.9	2.6
P 5	1	13	STD ERR	2.0	3.4	2.5	2.5	1.2	1.2	3.6	3.9	3.9	3.0	2.5	3.4	3.0	0.8	3.0	4.9	6.2	3.8	2.1	1.4	3.7
			B SD ERR	2.3	4.3	2.5	2.3	1.1	1.1	3.3	4.3	3.9	2.8	2.7	3.1	3.5	0.8	3.8	5.0	6.6	3.7	1.9	1.3	4.2
P51	1	9	STD ERR	2.1	2.0	2.1	2.3	1.4	1.5	5.7	3.9	3.8	4.3	2.5	2.1	2.1	0.5	2.9	4.6	6.5	4.3	2.7	1.7	2.4
			B SD ERR	2.1	2.2	2.0	2.3	1.3	1.4	5.8	4.5	4.0	4.2	2.5	2.1	2.1	0.6	3.3	4.8	6.3	4.5	2.6	1.7	2.5
P51	1	13	STD ERR	1.9	2.6	1.6	1.7	1.3	1.2	3.7	4.8	2.3	3.5	2.4	2.2	2.6	0.5	2.8	3.0	4.7	3.6	1.3	1.2	3.9
			B SD ERR	1.6	2.2	1.6	1.7	1.1	1.1	3.2	4.7	2.4	3.4	2.1	2.1	2.1	0.5	2.9	3.5	5.1	3.2	1.3	1.1	3.9
P52	1	9	STD ERR	3.1	3.3	2.8	3.0	1.4	1.5	5.4	3.5	4.0	3.6	4.2	2.8	3.4	0.6	3.3	3.6	7.1	6.1	3.0	2.1	2.7
			B SD ERR	3.1	3.2	2.6	3.0	1.3	1.4	5.9	4.1	3.9	3.4	4.1	2.7	3.1	0.7	4.0	4.3	6.7	6.3	2.8	2.0	2.6
P52	2	9	STD ERR	1.4	2.0	1.7	1.9	1.0	1.0	4.6	2.9	2.0	3.6	2.1	1.2	1.6	0.6	2.8	5.5	6.4	3.1	1.5	1.0	1.7
			B SD ERR	1.4	2.0	1.5	1.4	1.1	1.1	3.9	3.5	2.2	3.5	2.3	1.3	1.6	0.6	2.9	5.8	5.6	2.7	1.3	1.0	1.8
P52	3	9	STD ERR	2.1	2.3	1.9	2.6	1.3	1.3	4.7	5.1	3.8	3.8	2.5	1.7	2.0	0.7	3.5	5.9	7.0	4.6	2.0	1.3	2.4
			B SD ERR	2.1	2.4	1.7	2.3	1.3	1.3	3.8	5.6	3.8	3.7	2.4	1.8	2.0	0.7	3.7	6.0	6.2	4.2	1.8	1.4	2.4
P53	1	13	STD ERR	2.4	3.6	2.1	2.2	1.2	1.1	4.2	3.6	4.5	3.7	2.0	2.3	2.3	0.6	2.6	3.9	6.4	3.7	1.6	1.0	4.3
			B SD ERR	2.0	2.9	1.6	2.0	1.1	1.0	3.2	4.0	4.3	4.5	2.0	2.1	2.3	0.6	2.8	3.8	6.4	3.7	1.7	1.1	4.8
P53	1	17	STD ERR	1.5	2.6	1.8	2.1	1.3	1.1	10.0	4.3	2.6	2.9	2.6	2.3	2.5	0.9	3.1	3.1	3.8	3.3	1.7	1.4	8.6
			B SD ERR	1.6	2.2	1.7	2.1	1.2	1.0	7.1	3.8	2.3	2.2	2.3	2.3	2.1	0.9	3.3	4.1	4.0	2.7	1.6	1.3	7.5
P53	1	Ad	STD ERR	2.8	4.1	2.3	3.0	1.9	1.7	4.5	4.9	2.5	7.3	2.6	4.1	2.9	1.0	6.1	10.6	2.8	3.7	4.0	2.7	8.4
			B SD ERR	2.2	3.6	1.9	2.6	1.8	1.7	4.2	5.2	2.4	7.9	2.3	3.3	2.9	1.0	5.8	9.6	2.6	3.5	3.5	2.7	6.9
P54	1	13	STD ERR	1.9	2.4	2.1	2.2	1.5	1.5	4.5	3.9	2.9	4.4	3.2	1.9	2.6	0.6	3.2	5.8	8.4	3.8	1.7	1.4	4.0
			B SD ERR	1.9	2.7	2.2	2.2	1.6	1.6	4.5	4.2	3.3	4.6	3.0	2.0	2.7	0.7	3.4	5.0	8.3	3.5	1.8	1.5	4.4
P54	1	17	STD ERR	2.8	3.5	2.7	2.9	1.9	1.6	13.6	4.0	3.1	4.9	2.9	2.9	4.8	1.0	3.8	8.8	7.5	3.9	2.1	2.0	9.5
			B SD ERR	2.9	3.6	2.3	3.2	1.7	1.5	11.0	3.5	4.1	3.9	2.9	3.1	3.8	0.9	4.0	8.7	6.7	3.9	2.2	1.9	7.9
P54	1	Ad	STD ERR	1.5	3.0	1.5	2.1	1.1	0.9	2.4	2.0	1.2	3.6	3.5	2.1	2.4	0.8	4.5	5.2	1.7	2.2	2.9	1.2	7.7
			B SD ERR	1.5	3.4	1.8	2.2	1.2	1.0	2.1	3.3	1.8	3.1	3.1	1.9	2.3	0.9	4.9	5.4	1.5	2.4	2.8	0.9	7.1
P54	*2	13	STD ERR	2.1	2.4	2.0	2.3	1.4	1.4	4.6	3.6	3.1	3.6	2.8	2.2	2.7	0.6	2.8	4.0	9.3	2.7	1.9	1.3	2.8
			B SD ERR	2.2	2.3	1.9	2.1	1.4	1.4	4.9	4.0	3.3	3.9	2.8	2.2	2.8	0.6	2.9	4.0	9.1	2.7	2.0	1.4	3.2
P54	*2	17	STD ERR	2.8	3.4	2.6	2.8	1.6	1.4	9.1	3.5	6.0	4.3	3.9	3.0	4.4	1.0	3.5	7.7	5.7	2.8	2.2	2.1	8.9
			B SD ERR	2.9	3.4	2.2	2.8	1.5	1.3	6.8	4.1	5.1	3.1	3.8	3.1	3.6	0.8	3.5	6.2	5.4	2.8	2.2	2.0	8.7
P54	*2	Ad	STD ERR	2.9	4.6	2.4	3.3	1.9	1.6	3.4	5.2	3.8	9.5	4.9	2.8	4.0	1.3	5.2	7.8	3.2	3.6	3.6	2.8	9.9
			B SD ERR	2.9	3.6	2.5	3.9	1.8	1.5	2.8	5.1	4.1	6.8	4.6	2.5	3.6	1.3	5.7	7.3	2.8	3.7	3.6	2.5	10.3
P54	3	13	STD ERR	1.6	1.5	1.9	1.6	0.9	0.9	2.4	2.6	2.3	3.0	2.2	1.8	2.3	0.4	2.1	2.4	8.9	1.6	1.3	1.0	2.3
			B SD ERR	1.6	1.6	1.8	1.5	0.9	0.9	2.4	2.6	2.5	2.9	2.1	1.7	2.3	0.4	2.1	2.1	8.5	1.6	1.3	1.0	2.4
P54	3	17	STD ERR	2.3	2.5	1.6	2.2	1.6	1.4	6.1	3.0	5.1	3.1	3.2	2.5	3.4	0.7	2.3	6.9	4.1	2.2	1.9	1.6	7.3
			B SD ERR	2.4	2.3	1.7	2.2	1.5	1.3	4.4	2.6	4.8	2.5	3.4	2.6	2.6	0.6	1.9	5.3	3.8	2.2	1.9	1.6	6.5

EXER	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
F54	3	Ad	STD ERR	4.2	6.0	3.8	4.5	2.6	2.2	6.2	5.2	7.8	10.5	7.3	4.9	4.4	1.1	4.2	12.3	3.5	5.7	4.4	3.8	9.1
			B SD ERR	4.0	5.9	4.1	4.8	2.4	2.0	5.7	7.1	7.1	8.8	7.0	4.8	4.2	1.1	5.4	9.9	3.4	5.4	4.2	4.0	10.2
F54	*4	13	STD ERR	1.0	1.0	1.0	0.9	0.6	0.5	1.6	1.4	1.8	1.1	1.4	0.8	1.3	0.2	0.9	0.8	4.5	0.7	0.7	0.6	2.2
			B SD ERR	1.0	1.2	0.9	0.9	0.5	0.5	1.6	1.4	1.8	1.2	1.4	0.9	1.3	0.2	0.9	0.8	4.6	0.8	0.7	0.6	2.2
F54	*4	17	STD ERR	1.6	1.8	1.7	1.8	1.1	0.9	3.4	2.4	4.0	1.7	2.7	2.2	2.8	0.4	1.4	3.9	2.6	1.6	2.0	1.2	5.6
			B SD ERR	1.7	1.9	1.9	1.9	1.1	0.9	2.9	2.3	3.9	1.6	3.0	2.1	2.6	0.4	1.2	3.8	2.6	1.8	2.0	1.2	5.4
F54	*4	Ad	STD ERR	4.2	2.8	2.6	3.4	2.6	2.2	5.5	6.0	8.0	10.1	4.3	3.5	3.7	0.8	4.0	6.2	2.8	4.6	4.1	4.3	8.7
			B SD ERR	3.7	3.0	2.6	3.5	2.3	1.9	5.7	7.0	7.0	9.8	4.1	3.4	3.2	0.9	4.8	9.3	2.6	4.6	3.9	4.0	9.0
F54	*5	13	STD ERR	0.4	0.5	0.3	0.4	0.2	0.2	0.2	0.2	1.0	0.4	0.6	0.3	0.5	0.1	0.2	0.5	0.2	0.2	0.3	0.3	1.5
			B SD ERR	0.4	0.7	0.3	0.4	0.2	0.2	0.2	0.3	1.1	0.4	0.5	0.3	0.5	0.1	0.3	0.5	0.3	0.2	0.3	0.3	1.6
F54	*5	17	STD ERR	0.5	0.5	0.6	0.6	0.5	0.4	1.5	0.8	1.2	0.8	0.5	0.8	0.8	0.1	0.3	0.3	0.3	0.7	0.8	0.5	3.6
			B SD ERR	0.6	0.6	0.6	0.6	0.5	0.4	1.3	0.8	1.4	0.8	0.7	0.8	0.8	0.1	0.5	0.6	0.5	0.8	0.8	0.5	3.7
F54	*5	Ad	STD ERR	3.5	2.3	2.2	3.2	1.9	1.6	4.3	4.4	6.6	5.2	3.5	2.4	2.5	0.5	2.7	1.7	2.0	3.0	2.9	4.0	8.4
			B SD ERR	3.2	2.4	1.9	2.9	1.6	1.3	3.9	4.1	5.7	5.1	3.2	2.1	2.0	0.5	2.7	4.3	1.5	2.7	2.8	3.5	8.1
F55	1	Ad	STD ERR	1.4	2.3	0.9	1.0	0.8	0.7	2.8	2.4	0.8	0.8	1.6	1.5	1.6	0.4	3.1	0.8	1.2	2.1	0.8	1.0	6.7
			B SD ERR	1.3	2.4	0.9	1.1	0.8	0.7	2.6	2.8	0.9	1.2	1.7	1.3	1.7	0.4	3.1	1.4	1.3	2.0	0.8	1.1	6.6
G 1	1	9	STD ERR	2.1	2.4	1.8	1.9	1.0	1.2	6.6	4.2	3.2	3.2	2.2	2.0	2.3	0.5	3.2	2.9	4.5	4.2	2.0	1.6	1.4
			B SD ERR	2.0	2.3	1.8	2.0	1.1	1.2	8.1	5.3	3.4	3.0	2.1	1.9	2.3	0.7	4.7	3.2	4.1	4.7	2.0	1.6	1.3
G 1	1	13	STD ERR	1.3	2.3	1.4	1.5	0.9	0.8	4.6	4.3	1.9	3.2	1.5	1.4	2.4	0.8	3.0	4.1	3.6	2.6	0.8	0.7	2.5
			B SD ERR	1.1	1.7	1.3	1.3	0.9	0.8	3.9	3.8	1.9	3.4	1.5	1.3	2.1	0.8	3.1	4.2	3.8	2.6	0.8	0.8	2.5
G 1	1	Ad	STD ERR	2.0	3.5	1.4	1.9	1.2	1.0	3.1	3.1	2.7	6.8	1.8	1.7	2.1	1.0	4.7	14.5	2.2	1.9	1.6	1.4	7.8
			B SD ERR	1.7	2.2	1.0	2.1	1.1	0.9	2.7	3.4	2.0	4.8	1.6	1.6	1.9	0.9	3.8	14.5	1.7	2.1	1.4	1.1	6.4
G 2	1	17	STD ERR	1.6	1.9	1.4	1.4	1.0	1.0	3.7	3.4	2.0	1.8	2.5	1.8	2.2	0.6	3.0	5.4	5.4	2.7	2.0	1.0	4.2
			B SD ERR	1.8	2.0	1.6	1.5	1.0	1.0	3.0	3.3	2.1	2.2	2.6	1.8	2.0	0.6	3.4	4.5	5.0	2.5	1.8	1.0	3.8
G 2	1	Ad	STD ERR	2.6	3.5	3.2	3.7	1.7	1.5	7.7	5.7	2.2	4.5	3.4	3.5	3.7	0.7	5.1	9.3	3.3	4.4	2.4	3.1	8.0
			B SD ERR	2.7	3.4	2.9	3.2	1.6	1.4	7.8	5.3	2.5	4.4	3.2	3.3	3.4	0.6	4.4	8.9	3.2	4.1	2.2	3.0	7.9
G 3	1	17	STD ERR	2.7	3.3	2.1	2.5	1.8	1.6	3.1	3.3	4.0	2.4	3.5	3.3	2.4	0.8	3.4	10.6	6.4	4.0	1.9	1.7	18.1
			B SD ERR	2.4	3.0	2.1	2.6	1.6	1.4	3.0	3.6	3.9	2.9	3.2	3.4	2.4	0.8	3.6	9.1	6.3	4.0	1.9	1.5	21.2
G 3	1	Ad	STD ERR	3.7	5.2	3.3	4.4	2.4	2.4	7.2	7.5	6.9	8.1	5.1	5.4	4.0	0.9	4.1	10.3	3.1	4.8	4.6	4.4	8.1
			B SD ERR	3.5	6.0	3.5	4.2	2.3	2.3	5.8	7.7	6.3	6.1	4.9	4.8	4.3	0.9	4.9	9.2	3.2	5.0	4.3	4.0	6.5
G 4	1	17	STD ERR	1.0	1.6	0.8	1.7	0.7	0.6	3.4	2.5	0.7	0.9	2.0	0.8	1.4	0.3	2.4	1.4	2.1	1.7	0.9	0.7	2.6
			B SD ERR	1.2	1.3	0.9	1.8	0.6	0.5	3.1	2.8	0.9	1.1	2.0	0.8	1.3	0.3	2.4	1.6	2.3	1.5	1.0	0.5	2.6
G 4	1	Ad	STD ERR	1.6	3.0	1.4	1.2	0.9	0.9	3.8	3.4	1.5	5.6	1.6	1.3	1.8	0.7	5.3	5.8	1.5	1.6	1.6	1.3	9.0
			B SD ERR	1.6	2.6	1.3	1.3	0.8	0.8	4.0	3.3	1.5	4.4	1.6	1.3	2.1	0.5	3.8	5.7	1.6	1.6	1.5	1.4	7.2
G 4	2	17	STD ERR	1.5	2.3	2.0	2.0	1.0	0.9	7.9	2.7	1.2	1.3	2.2	1.5	1.8	0.5	2.5	4.8	6.0	2.3	1.1	1.2	4.4
			B SD ERR	1.3	2.1	1.5	2.0	0.8	0.8	7.1	2.8	1.2	1.4	2.3	1.4	1.5	0.4	2.3	5.1	5.3	2.2	1.1	0.9	4.1

G 4	2	Ad	STD ERR	2.7	4.9	2.1	1.8	1.4	1.3	4.9	5.0	3.9	6.0	2.6	2.0	3.3	0.7	5.5	6.1	2.8	2.4	2.2	2.7	9.1
			B SD ERR	2.7	5.0	2.1	2.1	1.5	1.4	5.0	5.3	3.9	5.0	2.9	2.3	3.5	0.7	5.0	5.7	2.9	2.4	2.2	2.7	7.5
G 4	3	17	STD ERR	1.7	2.1	2.2	2.4	1.2	1.1	7.4	3.2	1.8	1.6	2.4	2.0	2.2	0.6	2.6	6.9	5.9	2.8	2.0	1.3	4.3
			B SD ERR	1.5	2.3	1.7	2.4	1.0	0.9	6.5	3.0	1.8	1.8	2.5	1.9	2.0	0.6	3.0	6.4	5.7	2.9	1.9	1.1	3.7
G 4	3	Ad	STD ERR	3.2	6.2	2.8	3.0	2.1	2.0	5.9	5.0	4.8	5.8	4.3	3.3	3.9	0.8	6.3	7.8	3.3	4.6	2.6	3.0	9.7
			B SD ERR	3.3	6.6	2.9	3.1	2.1	1.9	6.1	4.8	4.5	5.1	4.5	3.3	4.3	0.8	6.1	7.4	3.4	4.6	2.5	2.9	9.0
G 4	4	17	STD ERR	2.4	1.9	2.4	2.4	1.5	1.3	6.6	3.9	2.8	3.6	2.6	2.8	1.9	0.6	3.3	6.7	6.3	3.9	2.6	1.6	6.1
			B SD ERR	2.4	2.1	2.1	2.5	1.3	1.3	6.5	4.0	2.9	3.5	2.8	2.8	1.8	0.7	4.3	6.7	5.9	4.0	2.5	1.7	5.4
G 4	4	Ad	STD ERR	3.9	5.6	3.1	5.0	2.5	2.4	7.5	8.3	7.6	6.4	4.5	4.4	3.4	0.9	6.5	12.1	3.3	4.8	3.3	4.0	9.3
			B SD ERR	4.1	5.7	3.2	4.9	2.5	2.3	8.0	8.5	6.9	6.1	4.6	4.1	3.8	0.9	6.7	9.8	3.3	4.7	3.3	3.7	8.8
G 4	5	17	STD ERR	2.3	2.7	2.2	2.9	1.6	1.5	7.1	4.3	4.3	3.1	2.5	3.6	2.4	0.6	3.3	6.6	5.9	3.8	2.4	1.6	8.1
			B SD ERR	2.4	2.6	2.1	2.9	1.5	1.4	6.9	4.2	4.4	3.1	2.7	3.5	2.2	0.6	3.5	6.8	5.9	3.8	2.4	1.8	8.0
G 4	5	Ad	STD ERR	3.8	6.6	2.9	4.3	2.6	2.4	7.4	8.1	7.1	4.6	4.8	3.7	3.8	0.8	5.7	11.8	2.8	5.5	3.7	4.1	6.6
			B SD ERR	4.2	7.1	3.2	4.6	2.8	2.5	7.7	7.8	7.1	4.8	5.2	3.9	4.5	0.8	5.5	10.4	2.7	5.4	3.7	4.1	7.1
G 5	1	13	STD ERR	1.9	2.5	1.9	2.5	1.0	1.1	3.4	3.7	3.8	2.6	2.4	2.5	2.0	0.5	2.5	4.9	5.1	3.6	1.7	1.4	4.2
			B SD ERR	2.1	2.3	1.9	2.5	1.0	1.1	3.6	4.3	4.0	2.7	2.5	2.5	2.0	0.5	2.8	4.7	4.5	3.5	1.8	1.4	4.7
G 6	1	Ad	STD ERR	4.2	3.4	2.9	4.4	2.0	1.8	5.9	7.9	6.9	9.0	4.2	3.1	4.1	1.4	7.8	13.5	3.3	4.2	4.3	3.4	9.4
			B SD ERR	5.0	3.4	3.0	3.7	2.1	1.8	5.4	6.9	7.5	9.5	4.5	3.0	3.7	1.3	7.4	9.7	3.1	4.8	4.3	3.1	8.8
G 7	1	13	STD ERR	2.1	2.4	1.7	1.7	0.8	0.8	5.1	2.2	3.4	3.8	2.5	2.1	1.8	0.5	1.8	4.6	3.8	2.1	1.4	1.1	2.1
			B SD ERR	2.2	2.5	1.8	2.0	0.8	0.8	4.6	2.3	3.5	3.8	2.3	2.0	1.9	0.5	2.0	4.9	4.1	1.8	1.4	1.1	2.2
G 7	1	17	STD ERR	4.1	2.8	2.4	3.3	1.6	1.5	4.2	4.8	5.0	3.6	5.0	3.3	2.9	0.8	2.8	8.6	6.1	4.2	1.9	1.9	8.5
			B SD ERR	3.3	3.3	2.1	3.1	1.3	1.1	5.2	5.9	4.5	2.9	3.9	2.7	2.5	0.8	3.6	8.7	6.6	4.1	1.7	2.0	8.7
G 7	1	Ad	STD ERR	3.3	4.9	3.1	3.8	2.1	2.2	5.3	7.5	5.0	5.6	3.2	4.6	5.0	0.8	7.2	6.9	2.9	4.0	3.2	3.3	7.8
			B SD ERR	3.0	4.4	2.6	3.1	1.8	1.8	5.3	8.1	3.5	5.5	2.9	4.5	4.0	0.8	6.4	6.9	2.5	3.6	2.7	2.9	7.9
G 8	1	17	STD ERR	2.8	2.9	2.2	2.6	1.4	1.2	2.9	3.3	4.2	2.7	2.8	3.3	2.9	0.6	2.4	4.3	5.1	2.8	1.8	1.5	27.1
			B SD ERR	2.7	2.9	2.0	2.5	1.2	1.1	3.0	3.6	4.3	2.8	2.8	3.0	2.8	0.6	3.5	4.8	5.4	2.9	1.7	1.5	23.9
G 8	1	Ad	STD ERR	3.7	5.9	2.9	3.5	2.4	2.2	4.5	3.4	4.4	5.3	4.0	3.8	4.5	0.8	3.9	5.7	2.8	4.1	3.0	3.1	8.0
			B SD ERR	3.4	6.7	3.0	4.0	2.4	2.2	4.6	3.9	4.4	5.7	4.3	3.9	4.5	0.7	4.8	7.8	3.1	4.0	2.8	3.0	7.2
G 8	2	17	STD ERR	4.1	3.8	3.0	3.4	1.5	1.4	4.0	4.5	7.4	4.0	5.2	3.6	3.7	0.9	3.5	7.6	6.0	3.5	2.1	2.1	25.7
			B SD ERR	3.9	3.9	2.9	3.3	1.3	1.2	4.1	4.5	7.1	3.9	5.0	3.6	3.7	0.9	4.0	7.9	6.5	3.5	2.0	2.3	23.8
G 8	2	Ad	STD ERR	4.2	5.3	3.9	4.0	1.9	1.8	5.9	5.7	4.8	6.7	4.5	5.1	5.1	0.8	5.8	12.6	3.4	4.8	3.2	3.4	8.8
			B SD ERR	3.7	5.8	4.0	4.2	1.9	1.8	5.4	6.9	4.5	7.3	4.9	4.8	4.8	0.9	6.6	11.3	3.5	4.8	3.2	3.3	8.8
G 8	3	17	STD ERR	3.4	3.0	2.6	2.5	1.6	1.4	3.5	4.2	4.1	3.1	3.0	3.0	3.4	0.8	2.5	4.8	5.2	3.1	2.2	1.7	15.6
			B SD ERR	2.8	3.0	2.1	2.4	1.4	1.2	3.7	3.6	4.0	3.0	2.4	2.7	3.2	0.8	2.7	5.2	5.7	3.3	2.2	1.6	10.1
G 8	3	Ad	STD ERR	3.3	5.1	3.1	4.4	2.8	2.5	6.2	7.1	4.6	5.9	4.3	3.8	4.4	0.8	4.8	7.5	3.0	5.3	3.5	3.5	10.7
			B SD ERR	3.3	5.8	3.3	4.7	2.8	2.6	6.1	7.5	5.0	5.8	4.6	3.8	4.5	0.9	5.5	8.8	3.4	5.2	3.5	3.6	9.6
G 9	1	9	STD ERR	2.9	3.3	2.9	2.7	1.2	1.3	3.4	4.0	3.5	3.1	3.8	2.8	3.3	0.6	3.4	3.8	6.6	4.9	2.3	1.7	2.3
			B SD ERR	2.8	3.6	2.8	2.6	1.1	1.2	3.4	4.3	3.4	3.1	3.7	2.6	3.3	0.7	4.0	4.1	6.8	4.9	2.3	1.8	2.4

EXER	RPS	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
G 9	1	13	STD ERR	2.7	2.7	1.9	1.8	1.3	1.3	3.8	4.1	3.2	2.9	3.4	2.1	2.7	0.7	2.7	4.5	6.8	3.4	1.8	1.3	4.3
			B SD ERR	2.3	2.7	1.4	2.0	1.3	1.2	3.6	4.2	2.9	2.8	3.0	2.2	2.8	0.7	3.2	4.9	7.3	3.4	1.8	1.3	4.2
G10	1	9	STD ERR	2.9	2.4	2.0	2.4	1.4	1.4	3.9	3.9	4.4	4.5	2.5	2.6	2.4	0.6	3.0	4.5	5.2	4.9	2.2	1.7	3.2
			B SD ERR	2.7	2.6	1.9	2.6	1.4	1.4	3.5	4.1	4.1	4.4	2.6	2.4	2.3	0.7	3.3	5.3	5.5	4.4	2.2	1.7	3.0
G10	1	13	STD ERR	3.0	3.1	3.0	2.6	1.1	1.3	4.8	4.8	2.5	4.9	3.5	3.3	3.5	1.0	3.4	4.5	5.7	3.4	1.8	1.2	4.6
			B SD ERR	2.4	2.9	2.3	2.5	1.0	1.1	3.5	5.0	2.4	5.1	2.9	2.6	3.3	1.1	3.7	5.2	5.6	3.2	1.8	1.3	3.8
G10	1	17	STD ERR	3.1	2.9	1.9	2.8	1.4	1.3	2.3	4.7	2.3	2.1	3.6	3.2	3.3	1.0	3.3	10.8	5.0	3.2	1.6	1.8	19.1
			B SD ERR	2.8	2.8	1.6	3.0	1.1	1.0	2.5	4.4	2.3	2.2	3.0	3.2	2.9	1.0	3.5	11.3	4.7	3.3	1.4	1.7	19.1
G10	1	Ad	STD ERR	1.8	2.1	1.8	1.9	1.2	1.1	5.3	5.2	1.3	4.0	2.1	2.2	1.5	0.6	3.7	6.7	2.1	1.4	1.7	1.2	7.3
			B SD ERR	1.8	2.0	1.7	1.8	1.2	1.1	5.1	5.3	1.4	3.9	2.4	1.9	1.7	0.6	3.8	6.7	2.3	1.6	1.7	1.3	6.8
G51	1	9	STD ERR	1.7	2.2	2.0	2.1	1.1	1.3	5.5	3.8	2.9	4.2	1.8	1.9	2.3	0.6	2.7	6.3	5.5	4.7	1.7	1.7	1.4
			B SD ERR	1.6	2.6	1.9	1.8	1.2	1.3	6.2	3.8	3.1	4.3	1.9	1.9	2.3	0.5	3.1	5.0	5.5	4.5	1.7	1.6	1.4
G51	1	13	STD ERR	2.0	3.1	1.9	1.8	0.8	0.8	5.3	4.2	2.7	3.6	2.6	2.1	2.6	0.6	2.9	3.0	3.9	3.5	1.3	1.1	2.9
			B SD ERR	2.0	2.8	2.0	1.8	0.8	0.7	5.0	4.5	3.0	3.5	2.5	2.2	2.5	0.5	2.8	2.9	3.7	3.2	1.2	1.0	3.3
G52	1	9	STD ERR	1.3	2.1	1.4	1.4	0.7	0.7	2.4	3.3	1.3	2.3	1.6	1.6	1.5	0.6	3.3	3.1	3.3	3.2	1.5	0.9	1.1
			B SD ERR	1.3	1.4	1.1	1.1	0.6	0.6	2.4	3.3	1.1	2.3	1.6	1.3	1.3	0.5	3.5	2.7	3.5	3.0	1.5	0.8	1.0
G52	1	13	STD ERR	0.6	0.8	0.5	0.8	0.4	0.3	1.8	2.3	1.0	0.7	0.9	0.5	0.5	0.2	1.1	2.1	1.3	1.4	0.5	0.4	1.1
			B SD ERR	0.6	0.7	0.4	0.9	0.4	0.4	1.6	2.1	1.1	0.6	1.0	0.5	0.5	0.2	1.1	2.1	1.2	1.3	0.5	0.4	1.0
G53	1	9	STD ERR	0.6	0.6	0.7	0.5	0.4	0.4	1.5	1.6	0.4	0.7	0.4	0.5	1.3	0.2	1.1	1.1	1.9	1.6	0.6	0.4	0.9
			B SD ERR	0.5	0.7	0.8	0.5	0.4	0.4	1.5	1.7	0.3	0.8	0.4	0.5	1.3	0.2	1.2	1.0	1.9	1.6	0.6	0.4	0.9
G53	2	9	STD ERR	3.3	2.8	3.6	3.1	1.2	1.3	8.3	4.5	3.8	3.9	3.5	3.3	4.3	0.6	3.8	3.6	7.2	5.8	2.2	1.5	2.6
			B SD ERR	3.4	3.2	3.6	3.1	1.2	1.2	7.8	4.4	3.9	4.1	3.6	3.1	4.3	0.6	3.8	3.5	7.2	5.8	2.3	1.7	2.6
G54	1	9	STD ERR	0.6	0.5	0.4	0.4	0.3	0.3	1.3	0.7	0.9	1.0	0.7	0.5	0.3	0.2	0.9	1.5	2.8	1.5	0.5	0.4	0.5
			B SD ERR	0.6	0.4	0.4	0.3	0.3	0.3	1.3	0.9	0.8	1.0	0.7	0.5	0.3	0.2	0.9	1.4	2.8	1.5	0.5	0.4	0.5
G54	1	13	STD ERR	0.4	0.6	0.3	0.7	0.3	0.3	1.5	1.0	0.9	0.6	0.3	0.6	0.4	0.1	0.3	1.0	0.3	0.5	0.3	0.3	1.4
			B SD ERR	0.5	0.6	0.3	0.7	0.3	0.3	1.5	1.2	0.9	0.7	0.3	0.6	0.4	0.1	0.6	1.1	0.4	0.5	0.3	0.3	1.1
G54	*2	9	STD ERR	2.5	3.2	3.1	2.3	1.4	1.5	5.2	5.0	3.5	4.1	3.8	2.8	3.4	0.6	3.6	3.5	6.7	5.6	2.5	2.2	3.1
			B SD ERR	2.5	3.1	2.9	2.2	1.4	1.5	5.3	5.2	3.4	3.8	3.7	2.7	3.3	0.6	3.7	3.4	6.4	5.8	2.5	2.1	3.1
G54	*2	13	STD ERR	2.4	2.3	2.2	2.3	1.0	1.0	4.3	3.9	2.8	3.0	3.0	1.9	1.9	0.5	2.6	4.5	6.0	2.9	1.6	0.9	3.5
			B SD ERR	2.3	2.2	2.1	2.4	1.0	0.9	4.5	3.8	3.0	3.0	3.1	1.9	2.0	0.6	2.5	4.8	5.7	3.0	1.6	1.0	3.4
G54	3	9	STD ERR	2.8	3.1	2.6	2.0	1.3	1.4	5.3	3.6	4.8	3.1	3.1	2.9	2.0	0.6	3.3	2.8	4.4	4.6	2.4	1.8	2.4
			B SD ERR	2.7	3.2	2.3	2.1	1.2	1.3	5.3	4.1	5.0	3.3	3.2	2.8	2.1	0.7	3.8	3.3	4.6	4.7	2.3	1.8	2.6
G54	3	13	STD ERR	2.8	3.3	2.2	2.6	1.2	1.2	3.7	3.1	4.3	4.5	3.2	2.7	2.8	0.6	2.8	4.3	5.3	3.2	1.9	1.2	3.5
			B SD ERR	2.6	3.3	2.3	2.6	1.2	1.2	3.8	3.4	4.2	4.3	3.1	2.7	2.8	0.6	3.2	4.7	5.7	3.2	1.8	1.2	3.1
G54	*4	9	STD ERR	1.7	1.4	1.4	1.2	0.7	0.8	1.3	2.1	1.8	3.4	1.7	2.0	1.1	0.3	1.6	1.8	2.5	1.5	1.4	1.0	1.3
			B SD ERR	1.9	1.6	1.4	1.2	0.7	0.8	1.2	2.0	1.9	3.5	1.7	1.9	1.1	0.3	1.8	2.4	2.6	1.5	1.4	1.0	1.4

G54	*4	13	STD ERR	1.1	1.3	1.2	1.0	0.7	0.6	1.9	1.3	2.2	1.9	1.1	1.3	1.5	0.2	0.9	1.5	3.0	1.1	0.4	0.6	1.5
			B SD ERR	1.0	1.5	1.3	0.9	0.7	0.7	1.9	1.2	2.2	1.9	1.1	1.3	1.6	0.2	0.8	1.6	3.1	1.2	0.8	0.6	1.5
G54	*5	9	STD ERR	0.4	0.9	0.6	0.4	0.4	0.4	0.8	1.7	0.3	1.0	0.7	0.7	0.6	0.2	1.2	0.7	0.3	0.8	0.7	0.5	0.7
			B SD ERR	0.5	1.0	0.5	0.5	0.4	0.4	0.8	1.8	0.5	1.1	0.8	0.6	0.6	0.2	1.4	0.9	0.4	0.9	0.7	0.5	0.7
G54	*5	13	STD ERR	0.3	0.3	0.2	0.2	0.1	0.1	0.1	0.8	0.6	0.1	0.4	0.2	0.3	0.1	0.4	0.5	0.1	0.4	0.2	0.2	0.8
			B SD ERR	0.3	0.4	0.2	0.2	0.1	0.1	0.2	0.9	0.6	0.2	0.4	0.2	0.3	0.1	0.5	0.4	0.3	0.5	0.2	0.2	0.8
G55	1	9	STD ERR	2.3	2.8	1.8	2.4	1.4	1.4	5.7	3.8	4.1	3.6	2.4	2.5	3.1	0.6	3.6	4.9	7.3	6.0	2.5	1.6	2.7
			B SD ERR	2.1	2.9	1.9	2.3	1.3	1.4	5.9	4.5	4.0	3.6	2.6	2.6	2.9	0.8	4.2	5.4	6.9	5.9	2.4	1.6	2.7
G55	2	9	STD ERR	2.8	3.3	2.7	2.5	1.6	1.6	4.8	4.0	3.5	4.0	3.9	2.6	3.0	0.5	3.2	4.4	6.2	5.4	2.8	1.9	2.3
			B SD ERR	2.8	3.3	2.7	2.8	1.6	1.6	4.7	4.3	3.4	4.0	3.9	2.6	2.9	0.6	3.6	5.3	6.1	5.2	2.8	1.7	2.3
G56	1	13	STD ERR	2.4	2.4	3.0	2.2	1.3	1.4	3.1	3.2	4.5	4.1	2.6	2.9	3.6	0.5	2.4	4.4	7.7	3.4	2.2	1.5	4.9
			B SD ERR	2.3	2.5	3.0	2.3	1.3	1.3	2.8	3.2	4.7	3.7	2.6	2.8	3.7	0.5	2.2	4.9	7.9	1.6	2.0	1.5	4.8
G56	1	17	STD ERR	3.5	2.7	2.9	2.6	1.5	1.4	6.2	5.5	4.6	3.9	3.0	3.0	3.3	0.8	3.3	8.1	4.3	3.5	1.8	1.3	6.8
			B SD ERR	2.9	3.0	2.2	2.4	1.3	1.2	5.1	4.8	4.0	3.2	3.0	2.6	2.8	0.7	3.1	6.5	5.1	3.2	1.9	2.0	6.6
G56	1	A3	STD ERR	3.2	4.0	2.8	3.3	2.5	2.3	7.0	6.7	5.2	7.8	3.6	4.0	3.5	0.8	4.4	9.8	1.4	5.0	3.1	3.6	7.2
			B SD ERR	3.2	4.7	2.9	3.7	2.5	2.3	7.1	6.7	5.6	8.4	3.9	3.5	3.7	0.8	4.6	9.3	1.7	4.5	3.3	3.9	7.1
G56	*2	13	STD ERR	0.8	0.7	0.9	0.7	0.4	0.4	1.5	0.5	1.3	0.7	1.3	0.8	0.7	0.1	0.5	0.6	0.5	0.7	0.6	0.5	1.8
			B SD ERR	0.8	0.7	0.9	0.7	0.4	0.3	1.6	0.6	1.2	0.7	1.3	0.8	0.7	0.1	0.5	0.7	0.5	0.7	0.6	0.4	1.7
G56	*2	17	STD ERR	1.8	1.7	1.9	1.7	0.9	0.8	3.3	2.4	2.9	2.1	3.0	1.9	1.9	0.4	2.0	2.7	2.2	1.5	1.3	1.1	4.4
			B SD ERR	1.9	1.9	1.8	2.0	0.9	0.8	3.5	2.5	2.9	2.2	3.1	2.0	2.1	0.4	2.2	2.7	2.4	1.5	1.3	1.1	4.4
G56	*2	A3	STD ERR	1.1	1.0	1.0	0.8	0.8	0.7	3.4	3.7	2.3	0.8	0.9	1.2	1.8	0.4	1.6	6.6	0.8	1.2	0.9	1.3	0.8
			B SD ERR	1.1	1.0	0.9	1.2	0.9	0.8	3.5	3.5	2.4	1.2	0.9	1.2	1.7	0.3	2.1	6.4	1.0	1.2	0.9	1.5	1.5
G56	3	13	STD ERR	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
			B SD ERR	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G56	3	17	STD ERR	0.3	0.5	0.4	0.3	0.2	0.2	1.3	0.9	0.6	0.4	0.3	0.5	0.3	0.1	0.7	1.2	0.9	0.7	0.3	0.3	0.2
			B SD ERR	0.3	0.5	0.4	0.3	0.3	0.2	1.3	0.9	0.6	0.5	0.3	0.5	0.4	0.1	0.6	1.2	0.9	0.7	0.3	0.2	0.3
G56	3	A3	STD ERR	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.1	0.0	0.0	0.0	0.0
			B SD ERR	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.5	0.0	0.1	0.0	0.0	0.0	0.0	0.2	1.0	0.1	0.0	0.0	0.0	0.2
G56	*4	13	STD ERR	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
			B SD ERR	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G56	*4	17	STD ERR	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
			B SD ERR	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G56	5	13	STD ERR	2.0	1.8	2.4	1.5	0.9	0.9	1.7	4.6	2.9	2.3	2.3	2.1	2.4	0.4	2.0	2.7	4.4	2.6	1.1	1.0	3.8
			B SD ERR	1.9	2.0	2.4	1.7	1.0	1.0	1.9	4.9	3.1	2.3	2.2	2.1	2.8	0.4	2.3	2.8	4.1	2.6	1.3	1.0	3.8
G56	5	17	STD ERR	2.8	2.3	2.0	2.9	1.3	1.3	3.3	3.5	5.2	3.9	3.5	2.6	2.6	0.6	2.2	6.8	2.9	3.3	2.0	1.7	6.2
			B SD ERR	2.7	2.6	2.0	2.9	1.1	1.1	3.0	3.5	5.0	3.8	3.4	2.4	2.4	0.6	2.6	6.4	1.3	3.2	2.0	1.8	7.1
G56	5	A3	STD ERR	3.2	3.3	2.8	3.4	2.1	2.0	4.3	5.6	5.9	5.2	4.2	3.2	2.7	0.7	4.4	7.6	2.3	4.4	2.9	4.1	5.2
			B SD ERR	3.3	3.8	2.8	3.3	2.2	2.0	4.2	5.6	5.7	5.1	4.5	3.2	3.0	0.7	5.1	7.9	2.5	4.5	2.7	4.0	5.8

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EXER	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
G57	1	13	STD ERR	1.4	1.9	1.9	1.7	1.0	1.0	3.0	3.4	2.5	2.9	1.9	1.7	2.2	0.5	2.6	3.8	5.4	3.2	1.5	1.2	3.6
			B SD ERR	1.3	1.7	1.7	1.8	1.0	1.0	2.7	3.5	2.7	2.4	1.8	1.5	2.2	0.5	2.6	4.0	1.6	3.1	1.4	1.1	1.6
G57	1	A1	STD ERR	1.4	2.0	1.1	1.7	1.0	1.0	3.0	4.6	2.7	4.7	1.5	1.8	1.2	0.6	3.5	5.0	1.6	2.5	1.5	1.8	9.4
			B SD ERR	1.4	1.7	1.1	1.6	0.9	0.9	2.8	4.4	2.4	5.2	1.5	1.5	1.4	0.6	3.6	5.4	1.4	2.4	1.4	2.0	9.3
G57	#2	13	STD ERR	2.3	3.4	2.3	2.4	1.3	1.3	5.4	4.2	3.8	4.1	2.7	2.4	3.0	0.7	3.5	4.3	8.0	3.4	1.9	1.5	3.9
			B SD ERR	2.1	3.0	2.2	2.5	1.3	1.3	5.9	4.4	4.2	3.7	2.8	2.2	2.9	0.7	3.9	4.2	4.3	3.4	1.9	1.5	4.0
G57	#2	A1	STD ERR	3.2	2.9	2.6	2.8	2.2	2.1	3.8	5.4	4.8	6.8	3.3	3.8	2.8	1.0	4.8	9.9	3.0	3.4	3.3	3.0	8.8
			B SD ERR	3.0	2.9	2.7	3.1	2.0	1.9	3.6	5.7	4.5	7.5	3.2	4.0	3.0	1.0	5.1	9.7	3.0	3.4	3.3	3.1	8.9
G57	3	13	STD ERR	1.9	2.7	2.7	2.5	1.3	1.2	4.0	3.7	3.6	3.6	2.1	2.8	3.0	0.6	2.9	4.2	4.5	2.5	1.6	1.1	3.3
			B SD ERR	2.0	2.8	2.5	2.7	1.2	1.2	4.3	3.5	3.9	3.8	2.2	2.7	3.2	0.6	3.0	3.8	4.0	2.5	1.7	1.2	3.4
G57	3	A1	STD ERR	4.2	3.8	3.7	3.8	2.5	2.3	6.1	6.3	5.0	7.6	4.0	4.5	4.5	1.0	5.2	9.5	3.1	4.4	3.3	2.8	6.7
			B SD ERR	3.9	4.1	3.9	4.1	2.5	2.2	5.6	6.9	5.2	8.1	4.1	4.5	4.5	1.0	5.3	9.7	3.1	4.3	3.4	2.7	7.2
G57	#4	A1	STD ERR	3.3	2.7	3.1	3.3	2.0	1.8	5.8	6.9	4.6	6.3	3.2	2.3	4.1	0.9	5.6	5.5	3.2	3.5	2.4	2.8	5.0
			B SD ERR	3.2	2.6	3.0	3.3	2.0	1.8	5.7	6.2	4.8	6.1	3.1	2.3	4.2	0.8	5.5	6.1	3.1	3.1	2.5	2.6	5.4
G57	#5	A1	STD ERR	2.5	2.0	1.6	2.5	1.1	1.0	2.6	3.3	3.0	5.5	1.5	1.9	4.2	0.5	4.2	1.8	1.7	2.2	1.3	2.3	2.9
			B SD ERR	2.5	2.2	1.5	2.1	1.1	1.0	2.4	3.8	2.7	4.8	1.6	1.9	4.2	0.5	4.1	1.9	1.9	2.2	1.2	2.2	3.0
G58	1	17	STD ERR	2.0	2.4	1.7	1.5	1.2	1.1	9.6	3.7	2.2	2.2	2.2	2.4	2.9	0.5	3.4	4.9	5.5	2.8	1.7	1.1	7.3
			B SD ERR	2.1	2.7	1.5	1.5	1.1	1.1	7.9	3.3	2.6	2.0	2.6	2.3	2.6	0.5	3.4	4.5	5.8	2.6	1.7	1.1	6.9
G58	1	A1	STD ERR	2.3	3.4	2.3	2.6	1.6	1.5	4.1	6.5	4.2	5.0	2.8	2.8	3.7	0.8	5.5	9.8	3.2	3.3	2.2	2.3	9.8
			B SD ERR	2.1	3.4	2.2	2.6	1.6	1.5	4.6	5.8	3.6	5.9	2.3	3.1	3.6	0.8	5.7	8.3	3.3	3.3	2.6	2.6	10.1
G59	1	17	STD ERR	4.1	3.4	2.3	2.5	1.9	1.6	10.4	5.2	6.5	5.6	3.7	2.7	5.1	1.1	3.8	11.0	4.4	3.9	2.1	2.2	8.9
			B SD ERR	3.0	3.1	1.9	2.6	1.5	1.3	6.0	3.7	4.6	3.8	3.1	2.4	3.4	0.8	3.0	7.3	4.6	3.5	2.1	2.3	8.6
G59	1	A1	STD ERR	2.9	3.6	2.5	4.2	2.1	1.9	4.8	4.1	4.9	4.9	3.1	3.4	3.4	0.7	5.2	6.8	3.2	3.6	2.7	2.7	9.1
			B SD ERR	2.5	3.1	2.5	4.2	1.9	1.7	4.5	4.0	4.6	4.9	3.1	3.2	3.4	0.8	5.7	7.4	3.4	3.7	2.6	2.3	8.3
G59	2	17	STD ERR	4.1	3.7	2.8	2.8	1.9	1.6	11.9	5.5	7.0	6.2	3.8	2.9	5.5	1.1	3.8	11.5	4.8	4.3	2.2	2.2	8.5
			B SD ERR	3.1	3.3	2.1	2.6	1.5	1.3	7.3	4.2	4.7	4.2	3.3	2.6	4.0	0.8	3.1	7.5	5.2	3.9	2.1	2.2	8.3
G59	2	A1	STD ERR	4.2	3.3	2.9	4.1	2.0	1.8	5.4	6.0	4.4	5.0	3.4	6.5	3.8	0.6	4.2	5.2	3.1	3.5	2.3	3.3	8.2
			B SD ERR	3.9	3.4	3.0	4.2	2.0	1.8	5.4	5.6	4.9	4.5	3.2	5.9	3.1	0.5	4.4	4.9	3.1	3.6	2.6	3.7	8.2
G59	#3	17	STD ERR	4.4	3.4	2.5	2.9	1.9	1.6	10.2	4.8	7.3	5.7	3.9	3.1	4.8	1.0	3.0	9.6	4.5	3.9	2.3	2.2	10.5
			B SD ERR	3.2	2.9	2.0	2.8	1.6	1.4	6.4	3.7	5.4	3.4	3.4	2.9	3.1	0.8	2.6	6.1	4.4	3.2	2.2	2.1	9.4
G59	#3	A1	STD ERR	4.0	4.0	3.0	4.2	2.4	2.1	6.3	7.5	6.2	5.5	3.6	5.9	3.7	0.7	5.0	9.8	3.5	4.3	2.8	4.1	7.3
			B SD ERR	3.5	3.5	3.0	4.6	2.3	2.0	6.2	6.3	6.3	6.2	3.6	5.0	3.5	0.7	5.0	8.8	3.4	4.1	3.0	4.0	7.1
G59	4	17	STD ERR	4.1	3.2	2.7	2.8	1.6	1.4	10.5	4.6	7.2	5.6	3.6	2.8	4.7	1.1	3.1	10.7	4.2	3.4	2.2	2.1	9.6
			B SD ERR	2.8	2.9	2.0	2.7	1.3	1.2	6.6	3.5	5.0	4.1	3.4	2.6	3.5	0.9	3.3	7.1	4.4	3.2	2.0	2.1	9.3
G59	4	A1	STD ERR	4.5	3.8	3.3	3.8	2.5	2.3	5.7	7.1	7.2	5.6	3.4	6.4	4.3	0.7	4.9	7.6	3.4	3.5	2.7	4.0	8.7
			B SD ERR	4.1	3.6	3.3	4.2	2.4	2.1	5.8	6.9	6.5	5.3	3.2	5.8	4.0	0.8	5.7	7.8	3.2	3.8	2.4	3.5	8.7

PARM	RES	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff Sub	Inner Fringe	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
H 1	6	9	STD ERR	2.9	3.8	3.5	2.7	1.7	1.6	10.1	5.4	3.8	3.8	3.8	4.2	3.6	0.5	3.6	5.5	10.1	8.8	2.5	1.7	3.2
			B SD ERR	2.9	3.6	3.4	2.3	1.7	1.7	10.0	5.8	3.7	3.7	3.9	4.0	3.7	0.6	4.3	4.9	10.4	8.2	2.4	1.8	3.2
H 2	1	9	STD ERR	1.8	2.7	2.0	2.1	1.0	1.0	7.1	4.6	2.1	3.8	2.4	1.6	2.5	0.7	3.8	5.4	7.3	5.3	2.0	1.2	2.1
			B SD ERR	1.7	2.4	1.9	2.0	0.9	1.0	5.4	5.0	2.3	3.6	2.2	1.6	2.3	0.8	4.1	5.5	6.2	5.0	1.8	1.2	2.0
H 2	2	9	STD ERR	2.2	2.9	2.2	2.6	1.3	1.3	6.6	3.9	3.2	4.7	2.9	2.5	2.5	0.7	3.0	5.3	6.1	4.5	2.4	1.5	2.2
			B SD ERR	2.1	2.8	2.0	2.3	1.1	1.2	4.8	4.4	3.4	4.4	2.7	2.4	2.3	0.7	3.5	5.2	5.7	4.8	2.2	1.4	2.1
H 2	3	9	STD ERR	2.2	3.1	2.1	2.9	1.3	1.4	5.7	2.9	4.7	5.1	3.4	2.5	2.6	0.6	2.7	3.7	5.3	3.8	2.9	1.9	2.4
			B SD ERR	2.1	3.1	2.1	2.6	1.3	1.3	5.0	3.6	4.8	4.6	3.2	2.4	2.5	0.6	3.4	4.0	4.8	3.9	2.8	1.8	2.2
H 2	4	9	STD ERR	2.6	2.2	2.0	2.7	1.2	1.2	4.2	1.9	4.7	4.1	3.0	2.7	2.6	0.5	2.4	3.2	1.8	3.4	2.5	1.7	2.3
			B SD ERR	2.3	2.2	2.0	2.7	1.2	1.2	3.5	2.8	4.4	3.5	3.0	2.4	2.6	0.5	2.7	4.1	2.3	3.4	2.3	1.7	2.2
H 2	5	9	STD ERR	2.2	1.9	1.6	2.7	1.0	1.0	3.5	1.8	3.5	2.9	2.7	2.4	1.8	0.3	1.8	2.9	1.7	2.6	1.7	1.5	1.7
			B SD ERR	2.1	1.9	1.7	2.7	1.0	1.0	3.1	2.5	3.3	2.5	2.8	2.2	1.8	0.4	2.2	3.5	1.9	2.5	1.7	1.4	1.6
H 3	1	Ad	STD ERR	4.0	5.3	3.6	5.3	2.7	2.3	5.8	8.2	8.0	6.3	5.3	3.9	5.1	0.9	4.6	8.6	3.3	5.0	4.3	4.2	8.6
			B SD ERR	3.6	4.8	3.4	5.9	2.3	2.0	5.8	8.0	7.5	6.7	5.4	3.8	5.3	0.9	4.8	12.3	3.8	5.0	4.4	4.2	7.5
H 4	1	13	STD ERR	2.9	3.4	2.2	2.1	1.2	1.2	2.9	5.5	3.6	3.9	2.7	2.5	2.5	0.9	3.5	3.3	4.9	3.1	1.9	1.1	6.5
			B SD ERR	2.9	2.8	2.0	1.9	1.1	1.2	2.8	4.3	3.3	3.9	2.7	2.5	2.3	0.7	2.8	3.3	5.0	2.9	1.6	1.1	1.3
H 4	1	17	STD ERR	3.0	2.3	2.5	2.5	1.4	1.4	5.4	4.9	3.6	3.2	2.8	2.8	2.9	0.7	3.8	8.2	5.8	4.2	2.6	1.7	8.1
			B SD ERR	3.0	2.6	2.2	2.3	1.3	1.3	5.7	4.5	3.7	3.0	3.1	2.5	2.6	0.8	5.1	6.9	5.1	4.0	2.6	1.7	8.5
H 4	2	13	STD ERR	1.9	2.2	1.6	2.3	1.0	1.0	3.3	3.9	1.8	2.3	1.5	1.8	2.5	0.6	2.7	2.9	4.8	3.1	1.4	1.1	4.2
			B SD ERR	1.6	1.8	1.3	2.0	1.0	1.0	3.0	4.5	2.2	2.3	1.5	1.8	2.4	0.5	2.2	3.2	4.8	3.1	1.4	1.1	1.6
H 4	2	17	STD ERR	2.3	2.5	2.2	1.8	1.3	1.2	8.0	3.7	3.0	4.3	2.4	1.9	2.8	0.7	3.0	7.9	6.0	3.8	2.1	1.4	4.8
			B SD ERR	2.1	2.6	1.9	1.6	1.1	1.0	7.0	3.2	2.9	4.1	2.3	1.8	2.8	0.6	3.5	6.0	5.4	3.8	2.0	1.4	4.9
H 4	3	13	STD ERR	2.4	3.2	1.9	1.9	1.2	1.2	2.6	6.0	2.8	3.8	2.3	2.2	2.3	0.9	3.7	3.1	4.6	2.6	1.7	1.3	6.5
			B SD ERR	2.3	2.6	1.8	1.8	1.1	1.2	3.0	4.8	2.7	3.9	2.3	2.2	2.1	0.7	2.9	3.1	4.9	2.5	1.5	1.1	4.0
H 4	3	17	STD ERR	2.9	1.8	2.3	2.5	1.4	1.4	5.5	5.3	3.4	3.2	2.7	2.8	2.8	0.8	3.5	7.2	6.3	4.0	2.7	1.7	8.1
			B SD ERR	2.8	2.3	2.1	2.2	1.3	1.3	5.7	4.6	3.7	3.0	2.8	2.5	2.7	0.8	4.4	5.5	5.8	3.8	2.6	1.8	8.4
H51	1	9	STD ERR	2.7	2.7	2.4	2.3	1.5	1.6	6.2	3.7	2.5	4.1	3.1	2.9	3.0	0.5	3.0	5.8	6.6	4.5	2.9	1.6	2.6
			B SD ERR	2.6	2.9	2.4	2.2	1.4	1.5	5.1	3.8	3.0	4.0	3.1	3.0	2.9	0.6	3.6	5.8	6.3	4.1	2.9	1.6	2.4
H52	1	9	STD ERR	2.6	2.1	2.2	2.3	1.4	1.5	4.1	3.8	4.7	3.3	2.8	2.6	2.1	0.5	3.3	4.0	7.1	4.5	2.4	1.5	2.2
			B SD ERR	2.5	2.5	2.1	2.3	1.3	1.4	3.9	4.0	4.8	3.3	2.7	2.3	1.9	0.6	3.7	4.8	6.9	4.6	2.5	1.4	2.1
H52	2	9	STD ERR	2.0	2.0	2.1	2.4	1.2	1.3	4.0	2.8	3.3	4.5	3.0	2.4	2.6	0.4	2.5	3.8	6.6	3.5	2.6	1.5	1.8
			B SD ERR	2.1	2.1	2.1	2.5	1.1	1.2	4.2	3.0	3.6	4.2	2.8	2.5	2.4	0.5	2.8	4.7	6.6	3.4	2.8	1.6	1.8
H52	#3	9	STD ERR	1.8	2.2	1.8	2.2	1.1	1.2	3.9	2.9	2.9	4.4	2.4	2.3	2.9	0.4	2.4	3.9	5.9	3.5	2.1	1.4	1.7
			B SD ERR	1.9	2.4	1.9	2.2	1.1	1.2	4.2	3.3	3.0	4.0	2.3	2.4	2.8	0.5	2.9	5.0	5.8	3.4	2.2	1.4	1.8
H52	#4	9	STD ERR	1.5	2.0	1.8	1.9	1.1	1.1	2.7	2.4	2.4	2.9	2.3	2.1	2.6	0.3	1.8	2.4	2.3	2.5	1.7	1.1	1.4
			B SD ERR	1.8	2.2	1.7	1.9	1.0	1.1	2.9	2.7	2.4	2.6	2.1	2.1	2.4	0.3	2.2	2.9	2.3	2.3	1.8	1.1	1.5

H52	5	9	STD ERR	1.2	1.6	1.2	1.6	0.7	0.8	1.6	2.0	1.7	2.7	1.3	1.8	1.8	0.2	1.4	2.1	2.1	2.3	1.2	0.9	1.0
			B SD ERR	1.2	1.8	1.2	1.6	0.7	0.8	1.7	2.2	1.8	2.5	1.3	1.8	1.7	0.3	1.6	2.7	2.3	2.2	1.3	0.9	1.0
H53	1	13	STD ERR	1.7	1.9	1.6	1.4	0.7	0.8	2.6	2.9	2.4	1.9	2.3	1.4	1.5	0.5	2.2	5.0	5.8	2.0	1.0	0.7	2.8
			B SD ERR	1.8	1.7	1.6	1.4	0.7	0.8	2.4	3.2	2.4	1.8	2.5	1.4	1.6	0.5	2.5	5.2	5.4	2.3	0.9	0.8	2.8
H53	2	13	STD ERR	1.8	2.2	1.8	1.8	0.8	0.9	2.6	3.4	2.9	2.0	2.4	1.6	1.8	0.5	2.6	5.1	6.2	2.3	1.1	0.9	3.8
			B SD ERR	1.9	2.0	1.8	1.7	0.9	0.9	2.7	3.8	2.9	1.8	2.5	1.6	1.9	0.6	2.9	5.4	5.9	2.5	1.0	1.0	3.5
H53	*3	13	STD ERR	2.2	2.4	2.0	2.0	1.0	1.0	2.6	4.4	3.1	2.2	2.5	1.9	2.2	0.6	3.4	5.3	6.4	2.6	1.4	1.1	3.8
			B SD ERR	2.3	2.3	2.0	1.8	1.1	1.1	2.6	4.6	3.1	2.1	2.6	1.9	2.1	0.7	3.9	5.5	6.0	2.7	1.4	1.1	3.5
H53	*4	13	STD ERR	2.5	2.5	2.4	2.7	1.3	1.2	4.1	4.4	3.1	2.8	3.2	2.5	2.9	0.7	3.8	4.3	7.0	3.7	1.7	1.3	4.4
			B SD ERR	2.6	2.5	2.3	2.5	1.3	1.2	3.7	4.4	3.1	3.0	3.3	2.5	2.7	0.7	4.3	4.4	7.5	3.8	1.7	1.3	4.3
H53	5	13	STD ERR	2.6	2.4	2.7	2.7	1.5	1.4	4.9	4.7	2.8	4.8	3.1	2.6	2.2	0.7	4.2	4.7	7.6	3.8	2.1	1.5	3.8
			B SD ERR	2.6	2.7	2.5	2.7	1.4	1.4	4.3	4.9	2.9	5.1	3.1	2.5	2.4	0.8	5.1	4.9	7.9	4.0	2.1	1.5	4.0
H54	1	17	STD ERR	2.9	3.2	2.8	2.9	1.4	1.4	6.8	4.9	3.2	5.2	3.4	2.5	2.9	0.8	4.8	8.2	6.3	1.5	2.1	1.8	6.9
			B SD ERR	2.9	3.1	2.5	2.8	1.3	1.3	5.9	4.4	3.3	4.8	3.8	2.5	3.0	0.7	4.2	6.7	5.4	3.4	2.1	1.8	6.6
H54	2	17	STD ERR	2.7	2.8	2.9	3.0	1.2	1.2	6.8	3.5	3.1	2.6	3.9	3.2	2.6	0.7	3.6	6.0	6.4	3.0	2.0	1.6	7.1
			B SD ERR	2.6	2.6	2.7	2.9	1.1	1.1	5.8	3.7	3.5	2.7	4.0	3.2	2.5	0.7	3.6	5.2	5.8	2.5	2.0	1.4	6.9
H54	3	17	STD ERR	3.2	2.5	2.7	2.7	1.4	1.3	6.1	4.4	4.6	3.5	4.1	3.4	2.8	0.7	3.8	7.1	7.4	4.1	2.6	1.8	7.3
			B SD ERR	3.0	2.6	2.5	2.6	1.4	1.3	6.3	4.1	5.1	3.4	4.1	3.4	2.7	0.7	4.2	6.3	7.2	3.8	2.6	1.9	7.3
H55	1	Ad	STD ERR	3.1	3.6	2.6	4.5	1.9	1.7	6.1	5.2	2.8	5.9	3.6	3.4	3.5	0.8	5.0	5.9	3.6	3.4	2.8	3.3	6.4
			B SD ERR	2.5	3.1	2.9	4.8	1.8	1.6	5.4	6.1	4.1	5.0	3.6	3.1	3.3	0.8	5.4	6.3	3.5	3.5	2.9	1.6	6.5
H55	*2	Ad	STD ERR	5.0	5.4	3.6	4.9	2.3	2.1	7.1	6.0	4.2	7.2	4.6	5.4	3.8	1.0	4.8	11.1	4.3	5.1	3.5	4.6	8.4
			B SD ERR	3.8	6.0	3.6	4.9	2.0	1.8	5.8	6.4	5.5	6.5	4.8	4.9	3.9	0.9	5.1	9.9	4.3	5.5	3.7	4.8	7.7
H55	3	Ad	STD ERR	4.6	3.6	3.6	5.5	2.5	2.2	4.5	6.5	5.3	6.9	4.1	4.7	3.9	1.2	5.0	13.6	3.6	4.7	3.9	4.4	5.1
			B SD ERR	3.6	3.6	3.3	4.4	2.2	1.9	3.7	6.3	5.8	7.0	4.0	4.1	3.7	1.1	5.4	14.5	3.2	4.7	4.0	4.6	5.6
H55	*4	Ad	STD ERR	4.3	3.3	3.3	4.8	2.7	2.4	5.3	6.7	6.6	5.5	3.6	3.7	3.6	1.1	4.2	16.1	2.7	3.8	3.6	4.2	4.0
			B SD ERR	2.9	3.0	2.9	4.0	2.3	2.1	4.2	6.7	5.7	5.6	3.2	2.9	3.4	1.0	5.2	11.4	2.6	3.9	3.6	4.3	4.3
H55	*5	Ad	STD ERR	2.6	3.2	2.6	3.6	1.8	1.6	5.1	3.9	4.3	4.4	2.7	2.6	3.2	0.5	3.4	3.4	2.1	2.7	2.7	2.8	2.3
			B SD ERR	1.9	3.1	2.4	2.9	1.6	1.4	5.1	4.1	3.9	4.5	2.6	2.3	3.0	0.4	3.1	6.5	2.1	2.7	2.9	2.9	2.1
H55	6	Ad	STD ERR	4.2	4.1	3.6	5.1	2.7	2.4	6.7	7.2	5.4	7.4	4.2	4.4	4.2	1.1	4.9	12.4	4.9	4.5	4.0	4.2	7.3
			B SD ERR	3.2	3.6	3.5	4.6	2.4	2.1	6.6	7.6	5.4	7.0	4.1	4.1	3.9	1.0	5.7	11.9	4.6	4.3	4.0	4.5	7.5
I 1	1	9	STD ERR	1.1	0.6	0.5	0.7	0.4	0.4	1.3	1.5	1.3	1.4	0.9	0.8	0.7	0.2	1.1	1.8	2.9	1.4	0.9	0.4	0.6
			B SD ERR	1.1	0.6	0.6	0.6	0.4	0.4	1.2	1.7	1.2	1.3	0.9	0.7	0.8	0.2	1.1	1.5	2.9	1.3	0.9	0.4	0.6
I 1	2	9	STD ERR	1.2	1.2	1.6	1.6	0.8	0.9	3.2	2.7	1.7	1.8	1.9	1.1	1.9	0.4	2.5	2.7	5.6	1.8	1.6	1.0	1.8
			B SD ERR	1.2	1.6	1.5	1.5	0.8	0.8	3.2	2.6	1.8	2.0	1.9	1.1	1.9	0.4	3.0	2.8	5.5	1.6	1.7	1.0	1.8
I 1	3	9	STD ERR	1.8	2.3	2.2	2.4	1.3	1.4	6.1	4.0	3.6	4.1	2.6	2.1	3.2	0.5	3.4	3.5	6.3	4.5	2.2	1.6	2.5
			B SD ERR	1.8	2.7	2.2	2.5	1.3	1.3	6.4	4.3	3.6	3.9	2.6	1.9	3.1	0.6	3.7	4.0	6.3	4.1	2.3	1.7	2.5
I 1	4	9	STD ERR	1.8	2.4	1.8	2.2	1.3	1.3	4.6	4.4	3.8	3.5	2.3	1.9	2.7	0.5	3.1	3.4	6.7	4.8	2.7	1.8	2.2
			B SD ERR	1.9	2.8	1.7	2.3	1.3	1.3	4.5	4.8	3.7	3.3	2.2	1.8	2.7	0.6	3.4	3.7	6.6	4.7	2.8	1.8	2.3

AGE	EDU	AGE		REGION				SEX		SIZE AND TYPE OF COMMUNITY							COLOR			HIGH SCHOOL EDUCATION				
				N.East	S.East	Central	West	Male	Female	Extreme Rural	Inner City	Extreme Aff.	Inner Sub.	Urban Fringe	Medium City	Small City	Non Black	Black	Other	None	Some	Graduated	Post	Unknown
I	2	1	11	STD ERR	3.9	1.0	0.7	0.8	0.5	0.5	2.2	1.6	1.3	1.2	1.1	1.0	0.8	0.2	1.0	1.9	2.7	1.7	0.6	0.5	2.2
				W SD ERR	0.9	1.0	0.8	0.8	0.5	0.5	2.3	1.5	1.4	1.2	1.1	0.9	0.8	0.2	1.1	2.0	2.8	1.7	0.6	0.5	2.2
I	2	2	11	STD ERR	1.1	1.5	1.0	0.9	0.6	0.7	2.5	2.6	2.0	1.7	1.4	1.2	1.0	0.3	1.7	2.7	3.1	2.0	0.4	0.7	2.6
				B SD ERR	1.1	1.7	1.0	1.0	0.6	0.7	2.8	2.5	2.3	1.7	1.4	1.1	1.1	0.3	1.6	2.9	3.2	2.0	0.4	0.7	2.6
I	2	3	11	STD ERR	1.6	2.0	1.2	1.3	0.9	0.9	3.5	3.3	2.2	2.5	1.9	1.7	1.5	0.4	2.4	3.2	4.4	2.2	1.1	0.9	3.0
				B SD ERR	1.6	2.1	1.2	1.3	0.9	0.9	3.6	3.6	2.3	2.7	1.9	1.7	1.5	0.4	2.7	3.3	5.0	2.1	1.1	0.9	3.1
I	2	4	11	STD ERR	2.5	3.1	2.7	2.4	1.5	1.4	6.4	4.7	3.9	5.6	2.8	3.2	3.6	0.7	3.9	5.9	7.4	4.7	1.8	1.5	5.0
				B SD ERR	2.6	3.4	2.9	2.5	1.4	1.5	6.5	5.0	4.1	5.8	2.8	3.1	3.8	0.8	4.5	6.2	7.5	4.8	1.7	1.5	5.0
I	2	5	11	STD ERR	2.5	2.6	2.3	1.8	1.2	1.3	6.4	4.5	3.1	3.3	2.8	2.5	3.1	0.5	3.3	4.6	6.9	3.2	1.6	1.5	3.7
				B SD ERR	2.3	2.8	2.4	1.9	1.2	1.2	7.0	5.0	3.4	3.4	2.9	2.5	2.9	0.6	3.7	4.8	6.5	3.3	1.7	1.5	3.9
I	3	1	9	STD ERR	4.0	3.5	4.1	3.8	2.0	2.0	7.8	5.0	5.8	5.4	3.8	4.5	4.3	0.9	4.0	5.3	8.0	6.2	2.4	2.0	2.4
				B SD ERR	3.6	4.0	4.0	3.6	1.9	1.9	7.5	5.9	5.8	5.0	4.0	4.3	4.2	1.0	4.6	6.3	7.3	6.1	2.3	1.9	2.6
I	3	2	9	STD ERR	3.9	3.1	3.5	3.2	2.1	2.1	7.5	5.0	6.0	5.3	3.9	4.0	3.6	0.9	4.1	5.4	8.0	6.4	2.5	2.1	2.4
				B SD ERR	3.5	3.5	3.6	3.4	1.9	2.0	7.2	5.8	6.2	5.1	3.9	4.0	3.4	1.0	4.9	6.1	7.1	6.6	2.3	1.9	2.4
I	3	3	9	STD ERR	3.9	3.4	3.6	3.3	2.1	2.1	7.5	5.0	6.1	5.1	4.3	4.0	3.7	0.9	4.1	5.4	8.0	6.3	2.7	2.0	2.6
				B SD ERR	3.6	3.9	3.7	3.4	2.0	2.0	7.4	5.7	6.3	4.7	4.3	3.9	3.5	1.0	4.9	6.0	7.2	6.4	2.6	1.9	2.5
I	3	4	9	STD ERR	3.4	3.7	3.4	3.3	2.1	2.1	7.4	4.6	6.1	5.3	3.9	3.6	3.4	0.8	3.5	5.2	8.1	6.2	2.7	1.9	2.4
				B SD ERR	3.1	4.0	3.4	3.3	2.0	2.0	7.3	5.1	6.2	4.9	3.8	3.6	3.3	0.9	4.2	5.9	7.3	6.0	2.6	1.9	2.5
I	3	5	9	STD ERR	3.1	3.2	2.6	2.9	1.5	1.5	6.6	3.7	6.1	4.3	3.1	3.3	3.0	0.7	3.3	4.4	7.6	6.2	2.4	1.4	2.5
				B SD ERR	2.9	3.1	2.5	3.1	1.4	1.5	7.1	4.1	6.3	4.2	3.2	3.3	2.8	0.8	3.5	5.2	6.9	6.3	2.3	1.4	2.7
I	4	1	11	STD ERR	3.7	3.3	3.0	3.3	2.0	2.0	6.5	5.5	7.9	4.9	4.0	3.5	3.8	0.8	4.0	5.9	9.8	6.1	2.3	2.1	3.5
				B SD ERR	3.6	3.5	3.3	3.8	2.0	1.9	6.8	6.0	8.1	5.0	4.1	3.5	3.7	0.8	4.0	5.9	10.5	6.1	2.1	2.4	6.0
I	5	1	All	STD ERR	4.5	7.3	4.2	6.5	5.5	3.1	4.9	11.1	11.9	20.5	4.5	6.6	5.1	1.2	8.3	26.3	4.3	4.7	7.1	4.8	4.4
				B SD ERR	5.1	4.2	5.3	7.9	5.6	3.1	10.9	9.7	12.4	20.9	4.9	7.8	6.5	1.5	9.7	38.5	4.4	5.1	6.9	7.0	6.1
I	6	1	All	STD ERR	4.7	4.9	4.0	4.9	3.4	2.1	6.6	9.8	7.6	7.9	4.6	6.5	4.7	1.1	7.5	10.0	3.4	6.3	5.7	6.7	4.4
				B SD ERR	5.0	5.2	3.7	4.8	3.1	1.9	5.8	10.2	8.6	8.1	4.5	6.6	4.5	1.0	6.9	9.5	3.9	6.2	5.3	5.9	4.5
I	1	1	9	STD ERR	2.1	1.1	1.3	1.3	0.8	0.8	5.1	2.1	1.9	2.5	1.5	1.7	2.4	0.4	2.2	2.4	3.5	4.0	1.9	0.7	1.9
				B SD ERR	2.3	1.5	1.4	1.3	0.8	0.8	5.3	2.1	2.2	2.4	1.7	1.8	2.4	0.4	2.3	2.4	3.6	4.0	1.9	1.0	1.9
I	1	2	9	STD ERR	2.5	2.4	2.6	2.2	1.3	1.2	5.3	4.2	4.3	3.8	3.0	2.6	2.9	0.7	3.8	4.9	8.4	5.1	3.1	1.4	2.1
				B SD ERR	2.6	2.5	2.3	2.0	1.3	1.2	5.3	4.6	4.2	3.5	2.9	2.6	2.6	0.8	4.0	5.1	7.4	5.0	2.9	1.6	2.2
I	1	All	9	STD ERR	2.9	2.9	2.4	2.5	1.5	1.4	5.0	4.0	4.8	5.6	3.9	2.7	2.9	0.7	3.8	6.2	8.4	5.6	3.3	1.7	2.7
				B SD ERR	3.0	3.0	2.6	2.3	1.5	1.4	5.2	5.1	5.0	5.1	3.9	2.6	2.8	0.8	4.3	6.8	7.5	5.9	3.3	1.7	2.6

I51	44	9	STD ERR	3.3	2.9	2.9	2.8	1.6	1.5	5.1	4.2	6.5	5.7	4.1	2.7	3.5	0.7	3.8	6.3	4.5	5.4	3.4	1.7	2.7
			B SD ERR	3.3	2.9	2.7	2.7	1.6	1.5	5.2	5.2	6.9	5.3	4.0	2.7	3.4	0.8	4.2	6.8	7.5	8.3	3.3	1.7	2.0
I51	5	9	STD ERR	4.1	3.8	2.8	3.0	2.4	2.2	6.6	5.3	6.0	5.7	4.1	3.0	3.6	0.7	4.1	6.0	9.2	7.5	3.9	2.4	3.1
			B SD ERR	4.1	4.3	2.8	3.0	2.4	2.2	6.4	6.0	6.4	5.5	4.1	3.1	3.6	0.9	4.8	6.5	9.1	8.4	3.9	2.4	3.4
I52	1	13	STD ERR	2.7	2.3	2.4	2.1	1.4	1.3	5.0	3.4	3.9	4.3	3.0	2.5	2.6	0.6	3.0	4.6	8.3	3.5	2.2	1.4	4.1
			B SD ERR	2.7	2.5	2.5	2.2	1.3	1.2	5.2	3.7	3.9	4.3	3.0	2.5	2.5	0.6	3.3	4.8	7.7	3.3	2.2	1.3	4.3
I52	2	13	STD ERR	2.8	3.5	2.5	2.3	1.5	1.6	4.8	4.1	3.8	4.2	3.9	3.1	3.6	0.6	3.3	5.2	9.0	3.9	2.4	2.1	4.2
			B SD ERR	2.7	3.4	2.5	2.4	1.5	1.5	4.8	4.9	4.1	4.3	3.7	3.2	3.4	0.8	3.8	5.2	8.6	3.6	2.4	2.1	4.3
I52	3	13	STD ERR	3.0	3.2	3.4	3.3	1.7	1.8	4.3	5.6	4.8	5.9	4.3	3.0	3.3	0.8	3.5	7.2	7.0	3.5	2.2	1.4	5.5
			B SD ERR	3.1	3.3	3.2	3.1	1.7	1.7	4.6	5.5	5.1	6.2	4.3	2.9	3.4	0.8	3.8	7.1	7.2	3.6	2.1	1.4	5.7
I52	4	13	STD ERR	2.9	3.1	2.7	2.7	2.0	2.0	4.8	4.0	4.3	5.6	3.4	3.2	3.0	0.7	3.4	7.3	11.4	4.0	2.4	2.1	4.1
			B SD ERR	2.9	2.9	2.6	2.7	2.0	2.1	4.8	4.9	4.7	5.7	3.3	3.2	3.2	0.8	4.0	7.6	11.9	4.0	2.6	2.1	4.4
I52	5	13	STD ERR	2.2	1.9	1.9	1.8	1.2	1.2	3.8	3.0	3.4	2.6	1.9	2.6	2.1	0.4	2.0	3.4	4.9	2.5	1.7	1.1	3.5
			B SD ERR	2.1	2.0	1.5	1.7	1.1	1.1	3.6	3.1	3.5	2.6	2.0	2.3	2.1	0.4	2.2	3.5	4.9	2.5	1.8	1.1	3.7
I53	1	A3	STD ERR	4.9	6.3	4.6	5.6	4.2	2.3	11.9	6.8	7.9	10.9	4.8	6.3	5.5	0.9	6.0	19.6	4.1	4.1	4.1	4.7	6.5
			B SD ERR	4.2	5.6	4.0	5.7	3.7	2.1	11.2	7.3	7.6	12.6	4.6	5.9	5.2	0.9	5.9	18.1	4.1	4.5	4.0	5.0	6.1
I53	2	A4	STD ERR	5.2	6.1	4.9	5.8	4.0	2.3	12.3	7.2	9.1	10.2	6.0	6.3	5.8	0.9	5.9	19.4	4.5	5.1	5.1	6.1	6.5
			B SD ERR	4.7	5.7	4.5	5.8	3.7	2.1	11.4	9.0	8.9	9.7	5.9	6.0	5.5	1.0	6.4	18.4	4.7	5.3	5.1	7.0	8.1
I53	3	A4	STD ERR	6.0	8.5	5.4	6.1	4.3	2.5	10.2	6.8	9.1	10.0	7.2	7.3	5.7	0.9	6.1	19.5	4.5	6.9	4.4	6.6	7.9
			B SD ERR	5.8	9.7	5.3	6.0	3.8	2.3	9.3	8.1	8.1	10.8	7.4	7.6	6.3	1.1	7.0	18.7	4.2	7.0	4.4	7.3	10.0
I54	3	A4	STD ERR	3.7	3.4	3.2	3.8	3.0	2.1	3.8	5.5	3.0	8.7	3.5	5.5	3.5	0.8	4.4	6.7	2.4	3.2	3.8	3.1	10.8
			B SD ERR	3.5	4.0	2.9	3.5	3.0	2.1	4.2	5.5	3.0	8.5	3.1	5.1	3.7	0.8	4.6	6.5	2.4	3.1	3.6	3.1	9.7

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APPENDIX F

NUMBER OF RESULTS IN EACH GOAL ABOVE AND BELOW MEDIAN DIFFERENCE

APPENDIX F

NUMBER OF RESULTS IN EACH GOAL ABOVE AND BELOW MEDIAN DIFFERENCE

Each of the nine goals assesses achievements of different Citizenship behaviors, knowledge, and attitudes. The tabulations in this appendix show for each group and each age level the number of results in a goal above the median difference on all Citizenship results combined and the number below the median difference. Examination of these numbers indicates on which goals performance is better or worse than the typical performance (defined by the median difference) of a group.

Parental Education

Exhibits F-1 to F-5 show the tabulations for the four levels of parental education and the unascertained group. As chapter 2 noted, several groups depart from their typical performance on Goal A. Five groups which typically have relatively large deficits do better than usual on this goal (age 17 and adult in the Grade School group, ages 9, 13, and 17 in the Some High School group). Adults in the Some High School group, who typically do about the same as all adults on all Citizenship results combined, and 17-year-olds in the Beyond High School group who have a median advantage on all results do less well on Goal A results.

Departures from typical performance are shown on Goal G by adults in the Grade School group, who do worse than usual, and by adults in the Some High School group, who do better than usual. Other departures may be seen from studying the exhibits, but no general patterns are apparent for any age or goal.

Exhibit F-1

Number of results in each goal above and below the median difference over all results: Grade School

	Age							
	9		13		17		Adult	
	Median differences for all Citizenship results							
	-5.5		-9.1		-8.3		-6.4	
	# above[1]	# below[2]	# above	# below	# above	# below	# above	# below
A	4	4	18	31	26	7[a]	29	12[a]
B	3	1	6	5	3	3	3	4
C	2	3	2	1	3	1	6	2
D	6	9	17	21	14	26	20	23
E	9	3	7	3	11	11	14	14
F	4	5	8	3	4	5	4	6
G	4	7	7	6	8	13	5	20[a]
H	5	5	3	2	2	3	0	4
I	4	4	7	2	—	—	3	3

[1]The number of results in each goal on which the difference from national performance is above the median difference over all results.

[2]The number below the overall median difference.

[a]The occurrence of this split by chance alone is less than 1 in 20.

Exhibit F-2

Number of results in each goal above and below the median difference over all results: Some High School

	Age							
	9		13		17		Adult	
	Median differences for all Citizenship results							
	-3.3		-6.1		-8.2		-0.9	
	# above[1]	# below[2]	# above	# below	# above	# below	# above	# below
A	8	0[a]	27	6[a]	25	8[a]	8	33[a]
B	0	4	4	7	4	2	4	3
C	3	2	1	2	2	2	6	2
D	5	10	21	17	16	24	26	17
E	10	2[a]	2	8	9	13	10	18
F	1	8[a]	3	8	2	7	7	3
G	4	7	7	6	11	10	21	4[a]
H	5	5	4	1	2	3	2	2
I	5	3	8	1[a]	—	—	4	2

Exhibit F-3

Number of results in each goal above and below the median difference over all results: High School

	Age							
	9		13		17		Adult	
	Median difference for all Citizenship results							
	0.5		-1.2		0.5		2.5	
	above	below	above	below	above	below	above	below
A	5	3	27	22	18	15	24	17
B	2	2	5	6	2	4	3	4
C	2	3	3	0	3	1	2	6
D	5	10	15	23	19	21	20	23
E	8	4	4	6	7	15	13	15
F	6	3	4	7	6	3	5	5
G	5	6	6	7	14	7	15	10
H	4	6	5	0	3	2	1	3
I	4	4	7	2	—	—	3	3

Exhibit F-4

Number of results in each goal above and below the median difference over all results: Beyond High School

	Age							
	9		13		17		Adult	
	Median difference for all Citizenship results							
	4.0		4.2		5.3		7.5	
	# above	# below	# above	# below	# above	# below	# above	# below
A	5	3	23	16	8	25[a]	17	24
B	2	2	6	5	2	4	2	5
C	3	2	1	2	1	3	1	7
D	11	4	24	14	26	14	26	17
E	2	10[a]	8	2	15	7	14	14
F	6	3	8	3	6	3	6	4
G	6	5	4	9	10	11	13	12
H	4	6	1	4	2	3	4	0
I	2	6	0	9[a]	—	—	4	2

Exhibit F-5

Number of results in each goal above and below the median difference over all results: Unascertained

	Age							
	9		13		17		Adult	
	Median difference for all Citizenship results							
	-5.3		-5.7		-10.4		-14.2	
	# above	# below	# above	# below	# above	# below	# above	# below
A	2	6	23	26	18	15	32	9[a]
B	1	3	7	4	3	3	2	5
C	3	2	2	1	2	2	5	3
D	5	10	17	21	18	22	22	21
E	10	2[a]	5	5	11	11	13	15
F	3	6	4	7	2	7	2	8
G	8	3	9	4	14	7	8	17
H	5	5	3	2	2	3	1	3
I	5	3	5	4	—	—	3	3

Blacks

Exhibit F-6 shows the tabulations by color for each goal. Age 17 and adult do better than their usual deficits on Goal A, worse than usual on Goal D. Age 17 Blacks also do worse than usual on Goals E and F, and ages 9 and 13 do better than usual on Goal I.

Type of Community

As Exhibits F-7 to F-13 show, performance on Goal A most consistently differed from the overall performance of a group. Adults in the Extreme Rural group, whose overall median deficit was 3%, showed deficits greater than this on 35 of the 41 Goal A results. Seventeen-year-olds in the Extreme Affluent Suburbs, who had an overall median advantage of 5%, performed below this on 24 of the 33 Goal A results given at that age. Seventeen-year-olds and adults in the Extreme Inner City, on the other hand, did better on Goal A results than their overall median performance. Performance on other goals differed substantially from typical performance, but no general pattern for a type of community group or age level is clear.

Exhibit F-6

Number of results in each goal above and below
the median difference over all results:
Black vs. national

	Age							
	9		13		17		Adult	
	Median difference for all Citizenship results							
	-8.8		-7.2		-9.8		-9.6	
	# above	# below	# above	# below	# above	# below	# above	# below
A	6	2	26	23	25	8[a]	34	7[a]
B	1	3	6	5	2	4	3	4
C	2	3	1	2	2	2	6	2
D	6	9	13	25	13	27[a]	10	33[a]
E	5	7	14	6	25	7[a]	14	14
F	2	7	2	9	0	9[a]	4	6
G	5	6	6	7	5	16	9	16
H	6	4	3	2	3	2	2	2
I	8	0[a]	9	0[a]	—	—	4	2

Exhibit F-7

Number of results in each goal above and below the median difference over all results: Extreme Rural

	Age							
	9		13		17		Adult	
	Median difference over all Citizenship results							
	-4.1		-6.0		-4.4		-2.7	
	# above	# below	# above	# below	# above	# below	# above	# below
A	4	4	25	24	17	16	6	35[a]
B	2	2	3	8	4	2	0	7[a]
C	4	1	2	1	3	1	7	1
D	7	8	24	14	21	19	15	28
E	1	2	13	7	21	11	12	16
F	3	6	5	6	1	8[a]	6	4
G	6	5	7	6	6	15	10	15
H	5	5	4	1	0	5	0	4
I	4	4	7	2	—	—	3	3

Exhibit F-8

Number of results in each goal above and below the median difference over all results: Extreme Inner City

	Age							
	9		13		17		Adult	
	Median difference over all Citizenship results							
	-7.8		-6.0		-4.8		-5.9	
	# above	# below	# above	# below	# above	# below	# above	# below
A	6	2	26	23	25	8[a]	33	8[a]
B	1	3	5	6	2	4	4	3
C	1	4	1	2	1	3	3	5
D	5	10	15	23	14	26	12	31
E	1	2	12	8	15	17	13	15
F	3	6	5	6	1	8[a]	4	6
G	5	6	7	6	13	8	12	13
H	7	3	2	3	5	0	1	3
I	8	0[a]	8	1[a]	—	—	4	2

Exhibit F-9

Number of results in each goal above and below the median difference over all results: Extreme Affluent Suburb

	Age							
	9		13		17		Adult	
	Median difference over all Citizenship results							
	4.3		4.4		5.3		8.6	
	# above	# below	# above	# below	# above	# below	# above	# below
A	1	7	21	28	9	24[a]	19	22
B	2	2	7	4	3	3	2	5
C	2	3	2	1	1	3	0	8
D	4	6	23	15	23	17	26	17
E	2	1	9	11	18	14	16	12
F	5	4	9	2	5	4	6	4
G	7	4	8	5	13	8	9	16
H	5	5	1	4	4	1	4	0
I	4	4	1	8[a]	—	—	4	2

Exhibit F-10

Number of results in each goal above and below the median difference over all results:

Inner City Fringe

	Age							
	9		13		17		Adult	
	Median difference over all Citizenship results							
	-0.6		0.1		0.4		-2.2	
	# above	# below	# above	# below	# above	# below	# above	# below
A	5	3	17	32[a]	16	17	36	5[a]
B	3	1	7	4	3	3	1	6
C	2	3	2	1	0	4	5	3
D	7	8	13	25	19	21	18	25
E	0	3	15	5	19	13	9	19
F	0	9[a]	9	2	5	4	6	4
G	6	5	6	7	10	11	10	15
H	8	2	5	0	3	2	2	2
I	7	1	6	3	—	—	0	6

Exhibit F-11

Number of results in each goal above and below the median difference over all results: Urban Fringe

	Age							
	9		13		17		Adult	
	Median difference over all Citizenship results							
	0.7		0.8		2.4		0.3	
	# above	# below	# above	# below	# above	# below	# above	# below
A	3	5	32	17[a]	21	12	15	26
B	3	1	6	5	1	5	5	2
C	5	0	1	2	1	3	3	5
D	6	9	21	17	16	24	22	21
E	1	2	5	15	10	22[a]	13	15
F	6	3	5	6	9	0[a]	5	5
G	7	4	8	5	14	7	16	9
H	4	6	1	4	4	1	2	2
I	3	5	3	6	—	—	6	0[a]

Exhibit F-12

Number of results in each goal above and below the median difference over all results: Medium City

	Age							
	9		13		17		Adult	
	Median difference over all Citizenship results							
	1.8		1.1		1.2		-1.0	
	# above	# below	# above	# below	# above	# below	# above	# below
A	6	2	22	27	15	18	16	25
B	2	2	3	8	1	5	4	3
C	3	2	1	2	1	3	3	5
D	10	5	24	14	30	10[a]	23	20
E	2	1	13	7	15	17	15	13
F	5	4	3	8	3	6	9	1
G	3	8	9	4	8	13	17	8
H	5	5	3	2	1	4	1	3
I	1	7	2	7	—	—	1	4

Exhibit F-13

Number of results in each goal above and below the median difference over all results: Small City

	Age							
	9		13		17		Adult	
	Median difference over all Citizenship results							
	0.3		-0.2		-1.9		-2.3	
	# above	# below	# above	# below	# above	# below	# above	# below
A	3	5	25	24	14	19	15	26[a]
B	2	2	5	6	4	2	4	3
C	2	3	3	0	3	1	7	1
D	6	9	21	17	19	21	20	23
E	3	0	8	12	2	10	17	11
F	4	5	5	6	4	5	5	5
G	6	5	6	7	8	13	18	7
H	5	5	2	3	3	2	0	4
I	5	3	6	3	—	—	3	3

APPENDIX G

IDENTIFICATION OF EXERCISES IN CLUSTERS

APPENDIX G

IDENTIFICATION OF EXERCISES IN CLUSTERS

Many Citizenship exercises which assess similar attitudes, knowledge, or behaviors were grouped together and discussed as clusters of exercises in chapters 2 - 4. The exercises in each of the clusters discussed are identified below:

Race-Related Exercises

A3, A4, A5, A7, A53, A54, A58, A59.

Understanding Basic Principles of Government

C2, D1, D3, D4, D55, D67, D68, D71.

Knowledge of Federal Government

D2, D5, D6, D9, D10, D51, D53, D54, D56, D58, D59, D60, D62, D63, D64, D66, D68, D71, D72, D73.

Knowledge of State and Local Government

D7, D8, D11, D12, D13, D52, D57, D61